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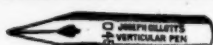
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An American Education.

By E. P. Powell.

The peculiar character of the civic institutions of the United States demands not only a school system, but a system correlative and collateral to the political. I believe our philosophical thinkers have not yet thought out, or thought through, the idea of the school as independent, in the same sense as the church and state are independent. But it is nevertheless true, that the school is an evolution of the primitive family, distinct from church and state, as they are from each other. Historically it is also correct that the school has quite as often been free of the control of the church and state as the church has been free of the domination of the state, or the state been independent of the church. In Greece the school was the dominant factor. It was absolutely free, and had remarkable influence over civic development. Among the Jews the Prophets were the teachers, and they were in constant war with the priests or church, and with the kings, or state. It cannot be said but that on the whole they were the victors. The Medieval university system was in one sense lawless; that is it made its own laws; it selected its own teachers, its own governing board, and governed its own pupils. Those numbered as high as 20,000 in a single group. Our American collegiate system inherits a certain traditional independence, but it came through a long period of church control. I have no room here to trace out in full this interesting feature of school history. But America has succeeded in demonstrating the possibility of the separation of the church and state; and the independent co-existence of the two. It can be demonstrated that a school system may be created as inherently self-reliant and free. It is *not* demonstrable that a school system, in order to be independent of the church, must be therefore dependent on the political organization. I am aware that our method of thinking makes it difficult for us to conceive such an educational system. Nor do I intend to suggest that any one of the three forms of social organism ever did, or ever will, fail in some degrees to act on the other. The ideal is a church helpful to the state, and a state helpful to the church, and a school helpful to both? What I mean to urge is, that a school system should be largely self-directive, and vitally so. It should control absolute-

ly its own curriculum; its own teaching board; the change of teachers; and the whole subject of degrees or honors. No outside power should have a voice in the internal school economy; neither the religious nor the political.

American education for this reason should teach two things; the fundamental ideas of good citizenship and the spirit of good church-ship. Unhappily, so far, the very two things notably lacking in American education are religious morals and civics. We have been turned over to Sunday-schools for our training in morals, and to political campaigns for our knowledge of the art government, and our knowledge of questions of self-government. I hold it is illogical not to place these two as fundamental, quite as much as intellectual training, or scientific information. Prof. Bryce has shown our failure in training our youth for citizenship; Dr. Woolsey and Dr. Gladden have shown our neglect in developing the moral instinct.

On the plan I have suggested we have a school, a church, and a state, interactive, interdependent, and symmetrically forming a unit. But, unfortunately, as things are the politician conceives the school to be a mere creature of the state—an appendage which he may, with his total ignorance of the history and soul of education, vamp to the last of his own stupidity, or greed for plunder and power.

When the school is organized on such an independent basis as I have suggested every child will be born not only into the state as an incipient citizen, with implied rights as such, but into the school as a pupil. This is already approximately realized in our Western state, where the university system has been adopted. In Michigan every child is as much a member of the school system as of the political system. He has rights as such that no one can interfere with. Those rights begin at the kindergarten and extend to the university. He may go on from grade to grade, with no possible obstruction but his own will. The Massachusetts colony, at the outset of its existence, devised exactly such a system; but the state outgrew it, and left the university at Cambridge out of reach in an age of ox-travel. Now, our Eastern states, for the most part, have only scattered, disassociated upper schools; or, what is worse, a double-headed system, as in New York.

But having conceived a school system collateral with church and state, independent of both, so far as its internal development is concerned, and as in Michigan coincident with the state, we have yet only state systems, and not a national system. The most original and valuable device of our nation builders was the Federal Union of independent state systems. The church is slowly working along toward the same federal idea. But so far our school system has stopped with state-

lines. Jefferson and Washington saw further, and devised farther. They proposed to federalize the state systems of education at the national capital in a national university precisely as the state political systems are federated there in a Congress. Such a completed system is exactly that which America now needs. When secured, every kindergarten and primary school would open up toward higher schools, and these into a state university; then all the state universities open into a great university of universities at Washington.

To review in words I have used elsewhere, we have, then, as a distinctively American education, a school based broadly on the town—which is but a development of the primitive family—widening with towns to cover a complete, political unit, the state; and, like the political state-life, federated in a single head. This would make of education a third party in national life; the church, the state, the school. These three should in some sense be independent, self-directive, coöperative, and mutually dependent. The school of history has been, at times, purely clerical; at times, purely secular. An American system would make it neither the one nor the other. There is no reason for making the school the subject of uneducated legislators; nor the tool of bigots. That it would, if independent, become the right arm of wise legislation and the chief abettor of a noble and philanthropic religion goes without demonstration.

The limits of an acceptable article will not allow a full development of each point suggested, but I believe that thoughtful educators will not misunderstand me.

Pedagogy in Normal Schools.

By L. Seeley.

It is fifty-seven years since the first normal school was founded in the United States. Now there are 160 public normal schools, with 37,899 students, established in every state and territory of the Union, and 238 private normal schools, with 27,995 students. The purpose of the schools from the first was declared to be to "provide the students in attendance with instruction in the science of education and art of teaching, together with sufficient practice in the work of teaching children to indicate their fitness to become instructors of the young."

While the purpose was definitely declared to be the professional training of teachers, the standard of admission was necessarily so low that it was impossible to proceed to professional training without a great deal of preparation in academic work. Indeed the two years' course, the longest then given, was too short for anything but academic work.

Doubtless, even this was a good investment by the state, as it prepared the recipients for broader and more intelligent citizenship; but it was not fulfilling the avowed purpose of the normal school. As the standard of admission was raised, and the length of the course increased, it became possible to make the course more strictly pedagogical.

The late Dr. Alden, for fifteen years president of the Albany normal school, once told me that, "It is my idea that the work of every professor in the normal school should be an example of didactic procedure in all of his classes, and by example, as well as by precept, we mean to fill the student with the true pedagogic spirit. Filled with this spirit, and inspired by the example of good teaching, we send the young teacher out to do likewise." The noble record made by the graduates of Albany fully justifies the confidence above expressed.

But the time has come when the didactic example of the professors of the normal school does not satisfy the professional demands. Its importance, of course,

must not be minimized. The instructor in the normal school must be thoroughly trained, and capable of illustrating by his methods the very best pedagogic procedure. He must be able to inspire his students, not to imitate his methods, or adopt his peculiarities, but—filled with the true spirit of teaching, possessed of its cardinal principles, armed with the truth, and master of the necessary knowledge—each young teacher is to work out his pedagogic salvation according to his own individuality.

Now, all of this influence on the part of the instructor may be exerted without the use of the strictly pedagogical subjects. But even these regular subjects of the curriculum will be far more effective, and the influence above indicated more lasting if the pedagogic subjects are not omitted. Let us look at some of the most definite professional work which cannot be omitted from the normal course:

1. METHODS.

Each of the subjects of at least the common school course should be studied, not simply with view to the knowledge it contains, but also as to manner of teaching it to children.

This will be illustrated in the daily work of the instructor, but must not stop at that. The principles which underlie an order of procedure, as well as the reasons for such order, must be clearly expounded, so that the student will not be tempted to imitate his instructor, but will know how to work out a definite and systematic plan according to his own individuality. The order of studies and the various steps of progress in the presentation of each subject must be a part of the professional equipment of every young teacher.

2. PSYCHOLOGY.

It is no longer a question that psychology forms a part of the professional preparation of the teacher. Not a study of metaphysics, as illustrated by Butler's Analogy, but the living, vital activities of the child-mind. Sense-perception, imagination, reason,—habit, attention, memory, judgment, reasoning, and other activities of the mind, form a series of intellectual phenomena, not simply interesting, but absolutely essential to the equipment of the teacher. The student must, therefore, be taught not alone the theory of mental development, but must also be taught to observe and study the child. As well attempt to fit a student of medicine for the practice of his profession without a study of anatomy as to fit a teacher for his profession without a knowledge of theoretical and experimental psychology.

3. HISTORY OF EDUCATION.

I place this subject first in the list of the more strictly pedagogical subjects because it is more academic than the others, and because a knowledge of the historical evolution of education prepares the student to comprehend and appreciate the present. The student must be taken back to the early periods of the race, and the gropings and struggles in search of truth down through the ages be brought to his consciousness. The truths and the errors of the systems of the past will be exposed, and the gradual development of the race, as shown in education, will appear. The history of education will make him acquainted, too, with the great teachers of the past, and from them he will draw inspiration and knowledge. He will thus be made to understand the educational problems of the present from having become acquainted with those of the past. This study alone opens his mind to the great field of pedagogic thought and educational endeavor. It prepares him for all his later work in pedagogy.

4. THEORY AND PRACTICE.

The student has now reached a point in his course where he has begun to teach in the practice school. Live and practical problems of school management

confront him every day. Questions of discipline, class-management, keeping the attention, interesting the pupils, tests of thoroughness, etc., are met. They should be discussed at this point, and the wisdom and experience of the instructor be devoted to set the young teacher right, and give him confidence. When he goes out to a school of his own further questions of school organization, daily program, course of study, promotions, relation to parents must be met. How easy at this stage to anticipate these questions and prepare the student teacher to intelligently meet them. I believe that our normal schools do not lay sufficient stress upon this practical preparation of their graduates. Many young teachers go out from our normal schools full of enthusiasm, familiar with methods of instruction, and with a knowledge of their subjects, but sadly lacking in knowledge of the very important, practical methods of the school which confront them on the very first day.

5. SCIENCE OF EDUCATION.

Lastly, the student should be given the science of education, so that he will have a definite theory of education. With this as a guide, he will be able to settle many of the problems that he meets. He will also be acquainted with the educational movements that are agitating the world, and will be able to intelligently assist in furthering the good. Finally, he will know how to prosecute his own educational advancement, because he knows the sources from which to draw.

I might add that a knowledge of school law, school systems, and school economics also belong to the pedagogical course. These subjects may be taught in connection with some of the others. Space is not permitted for a discussion of them, and this brief allusion to them must not be taken as an indication of want of respect for their importance.

No normal school should send out its graduates in these days with less pedagogic training than above indicated.

With candidates for admission, possessing the qualifications of high school graduates, with a three years' course, and with a competent faculty, the above may be taken as the minimum of result to be obtained.

State Normal School, Trenton, N. J.

Attempts at a Physiology of Mind.

The older psychology and philosophy had always maintained the necessity of directly investigating the facts of consciousness. The standpoint was simple enough, but, as no scientific methods of doing so were developed, the whole problem remained vague and unsatisfactory. Among the proposals for a better state of affairs was that of first investigating the nervous system, and then deducing psychological laws therefrom. The brain was to be accurately mapped out into faculties, the paths of nervous currents were to be traced along various fibers, and the interaction of nervous molecules was to be known in every particular; it was even expected that various cells could be cut out, with a memory or a volition snugly inclosed in each. In other words, there was to be no psychology, except on the basis of a fully developed brain physiology. Unfortunately, very little has been ascertainable concerning the finer functions of the nervous system. Aside from a general knowledge that the cerebellum has to do with the co-ordination of movements, the convolutions of Broca have to do with speech, and similar facts, nothing of even the remotest *psychological* bearings has been discovered concerning the functions of the brain. The roseate hopes of those who expected a new psychology out of a "physiology of mind" were totally disappointed. In the effort for something new, however, the psychologist supplied the data concerning the "molecular movements" in the brain out of

his own imagination; the familiar facts of mind were retold in a metaphorical language of "nerve currents," "chemical transformation," etc., of which not one particle had a foundation in fact. The physiology of mind started with an impossibility, and ended with an absurdity.—From "Sources of the New Psychology," by E. W. Scripture, in "Appleton's Popular Monthly" for May.

Music in Education.

An address by William L. Tomlins.

One of the most attractive features of the meeting of the E. A., at Indianapolis Department of Superintendence, N. was the address on "Music in Education," delivered by Professor William L. Tomlins. Prof. Tomlins who has taught 30,000 children in Chicago, not merely how to read notes, but how to sing, possesses the right to speak as one having authority and from the rich experiences of a quarter of a century devoted to the cultivation of music among the young, he presented a wonderful wealth of virgil seed-thoughts.

If there were any present who expected to listen to a technical discourse on music they were agreeably disappointed, for what they heard was a broad philosophy, devoid of pedantry.

Beginning with the statement and demonstration that music is universal, existing among all nations and all peoples, expressed and understood in all conditions, going with us from the cradle to the grave, voicing the simple joys of childhood, the vital hopes of love, the sublime thoughts of worship, the heroic aspirations of warfare and ending life with the dirge, in majestic chords, the speaker next considered the power of music. As an illustration, referring to the oratory of John B. Gough he said: "By stories heroic, pathetic, tragic, humorous, he touched upon the many-sided natures of his hearers and having gone the whole gamut of the emotions, worked them to a white heat, mouldable, he struck home with his argument and struck 12. And what this great orator did in forty minutes or an hour Adalina Patti with a verse—nay with a line of Home Sweet Home, would do and do more effectually, in but a few seconds."

There is aptness, truth, and vigor, in this illustration and while it was supplemented by further demonstration, the point had been made so effectually that there is still little danger of its ever being forgotten. It is this aptness of illustration that gives clarity to the utterances of Prof. Tomlins, for while he promulgates new ideas based on the deepest and, in some respects, the most occult philosophy, he makes his meaning clear to the least sophistical mind.

THE POWER OF SONG.

Having shown the power of music he next inquired "What is this Song-power? Is it the birth-right of a few, or a common heritage, a latent power not yet understood? Is it a power that may be used in education? Certainly it is something which exists apart from music-notation and text-books. I know many who have thoroughly informed themselves in these matters, who can answer correctly as to flats, sharps, clefs, keys, notes, intervals, etc., but who are not musicians. And many there are who have practiced diligently in vocal work, who sing—sing with range, power, fluency, agility and all the outward forms of expression, to whom song-power has not come, to whom, alas, it may not now come easily, for "the letter killeth."

Such words as these are not the utterances of pedantry but rather philosophy; a philosophy that finds its sources deep down among the roots of the tree of life, a philosophy based on experience and therefore, inevitably true. There is something a little startling in such thoughts when they are suddenly flashed upon us, startling as the burst of sunshine is startling when our railway carriage rushes from the mouth of tunnel. But Prof. Tomlins soon demonstrated that he had given us this for only the prelude, hinting and suggesting in a slight degree, as is the wont of preludes, the scope and character of the work to follow. Without any hesitancy he defined song

as: "The vocal utterance of self; the inner real self, complete, individual, unique, I am myself, unique. Doubtless there never was a man exactly my counterpart, doubtless there never will be. This is my glory; it is also my responsibility. The utterance of this self is song. It is vital, flaming, giving life to others. For the moment of Patti's singing the individuals in her audience are really themselves, normal. Her vital-song voice kindled a fire in each 'till all were aflame. Her song was individual, complete."

INDIVIDUALITY OF THE SONG-VOICE.

From this we begin to get a glimpse of Prof. Tomlins' philosophy. Not only is the song-voice the result of individual completeness but it is the cause of individual completeness in others, thus in a flash we are given to see the cause and effect of song. A telling illustration of what this individuality really is was given by the speaker as follows: "I take up a hand bell. Striking it to secure complete vibration, the response is a song utterance of itself. Expressing its uniqueness, its individuality. It says, 'I'm a bell, bell, be - - - ll, be - - - ll.' It not only proclaims this but also the quality of its bell-hood. A dull bell or a clear bell as the case may be. Laying down the bell and taking up a gong and repeating the experiment it gives forth the expression of its individuality. It says 'I'm a gong, gong, go - - - ng, go - - - ng.' Returning to the bell. If I hold it so that a part of its circumference is muffled by my hand, thus preventing the vibration from passing 'round and 'round, it ceases to be a bell; it is only a part of a bell. Under similar conditions the gong is reduced to the same low level. I strike them in turn 'chink, chink,' neither can be distinguished from the other. No ring, no life, no individuality, nothing but a dull 'chink' of commonality.

These are not the narrow views of a specialist but rather the expression of broad and fundamental principles that find their application in all that pertains to perfection in life and art. The necessity of individuality, the dangers that follow its destruction, its power, its beauty and its glory, whether possessed and exercised by the musician, the painter, the teacher, the writer, the orator or even the plain man of business, are all made beautifully manifest in this illustration. Prof. Tomlins conceded that all cannot be Patti's but claimed that we can all be ourselves which with most of us would be a great advance on what we now are. Referring to the effect of Patti's song he asked: "If music is so great an agent why are its effects seemingly so brief and transitory? Let us see. How was it half a century ago with electricity? About the only electrical phenomenon known at that time was the flash of lightning. The midnight, black to pitch darkness—a moment's illumination making the whole landscape bright as day, then pitch darkness. Now look around at the many forms of electrical energy, light, heat, power, and electricians tell us these are only the beginnings. In like manner may it not be with music? As to the *uses* of music, and therein will lie its greatest manifestations, we are at the beginning only. As it is, music comes to us with amazing, incomprehensible power and lifts us, for the moment, up to a recognition of our own true stature. Through it the grace of God says to us: "This is you, this is the mark of your high calling. Three score and ten years is the span of your sojourn here. Be it your struggle to live up to the standard set you."

THE COMPLETENESS WITHIN.

To those who have been wont to look upon music as an exact science, reduced to mathematical formulae and cast in a mold of unyielding and unprogressive formalism, this suggestion of growth, ennoblement and progression must have come with something of the power of a revelation. That music has in it the pregnant elements of use, that a future for the betterment of mankind lies in it has been as yet but vaguely guessed at, that progress along the lines of musical discovery has only just begun, are thoughts worthy of the most earnest consideration of all earnest men and women. To illustrate the idea of completeness Dr. Tomlins took up a ribbon of paper and said: "This paper is perhaps six inches in length. Used as a scale on a local map it may represent six miles, on a map of the world it may represent six thousand miles, but whether inches or miles or thousands of miles it is finite, measurable. Now I cradle it in form, still it is finite, I bring

the two ends so closely together that but the smallest fraction of space imaginable exists between them—finite still. But when I join the ends a complete circle is formed, endless, symbolizing the infinite." In discussing the fact that song is the utterance of the inner self he returned to the circle of paper and said: "The circle symbolizes not only completeness but it also distinguishes the within, the inner. In a profounder analysis it will be found that *all* is within, the without is only a sense illusion. But considering the fact that we are born into the world with five senses that readily cognize the without and that our discipline and growth in this life are necessary to the gradual unfolding of the within; considering also that some, indeed most of us, are slow to understand this truth; I wish by this circle of paper to show the relation of the within to the without and how the amazing capacity of the within may be revealed to all of us. I content myself for the present with one simple statement that the within of this circle is equal to the without. In a word that the capacity of the within of this circle of paper, but a few inches in circumference is equal to all the without of this room, this city, this country, this world, or the universe."

Prof. Tomlins proceeded: "To our understanding they are both infinite, immeasurable. Take the smallest center in this circle that the eye can distinguish and multiply under the microscope a number of diameters; then take the center of that enlargement and multiply that over again with a microscope of stronger power—repeat this process millions of times and the capacity of the within will not be exhausted. It is infinite. True the microscopes have not been made, but the capacity is there, within that paper circle, awaiting research. "The Kingdom of Heaven is within."

The grandeur of the thought embodied in this illustration and the universality of its application impress one the more deeply upon deeper contemplation. What we have within us is not merely a microcosm, it is a macrocosm. The finite diameters of worlds, or sums or systems cannot measure it; only in terms of the infinite can it be expressed. It is not possible within the prescribed limits of this paper to follow all the lines of thought suggested by Prof. Tomlins, nothing but a verbatim report would do justice to his work and even in that the unique element of his strong and attractive individuality would be wanting. With a wealth of illustration he developed his subject through ever widening progressions, showing that music is for all, for the humble toiler in the field as well as the cultured child of fortune; that it is a trinity composed of melody, harmony, and rhythm and overlays the trinity of manhood represented by thought, feeling, and will; that in it we find a new realm, where hundreds of vibrations form the unite of time-measurement called "the beat," and that all this combined wealth of music and manhood is poured into this unit of measurement the beat, the "now." In conclusion he said: "When music comes with all its power to a man he has a brief and dim consciousness of what it is like to be a son of God and of the infinite "now." Who was, and is and shall be eternally I AM."

"This beat then, freighted with these God-like powers, this impulse—what is it all for? For self? No. That has been tried in the past. Selfish culture that ripened and rotted in foul degradation. The one condition which I have delayed mentioning is Love—Brotherhood, others-regarding, companionship, service, sacrifice, Christ. We must build not as the tower of Babel was builded, to work disaster, but as the Pyramids with extended base. As we rise, extending a hand on either side, 'Come brother, come sister, let us go—Godward.'"

The striking feature about Prof. Tomlins' address was the universality of its application. In it there was a message for all sorts and conditions of men. When a man sinks his tunnel to the center of a sphere, all men, who dig deep enough, from no matter how widely separated points, will finally strike that tunnel, so when truths that lie at the heart of things are clearly presented, those who go to the heart of things will know the truth and apply it to their individual betterment. So also with the thoughts presented in Prof. Tomlins' address, while strictly applicable to music, there were meanings in it that touched innumerable chords of varying interests and set them all to vibrating in overtones by sympathetic harmony. * * *

Other Lands.

The Story of Scotland.

By M. IDA DEAN.

We have with us this afternoon two strangers from an interesting land across the Atlantic. I know you will be pleased to know them and their native land. (Show the children two dolls. One dressed as a Highlander, and the other in the dress of the average Scotchman.)

Notice how differently our visitors are dressed, yet they both belong to the same country. Who knows what country this is? Who will suggest some Scotch names for our visitors? Yes, Andrew, Donald, Kenneth, Malcolm, and Mackenzie are good Scotch names. Suppose we call our Highlander Robert MacGregor and our other visitor Donald Dougal, after a dear little boy of Lowland Scotland.

GEOGRAPHY OF SCOTLAND.

Let's look at the map of Scotland. Do you notice what a ragged coast line it has, and the many, many islands that are adjacent? Does it not look as though the sea, some time when angry, had bitten out great pieces of the land and tossed them aside, just as a dog will shake and tear into bits a piece of clothing? Or, if you like stories of giants, just make believe that Fingal, a great Scotch giant, became angry and picked up Scotland, and as he was about to hurl it, tripped and let it fall on his own toes, and thus smashed the land into a thousand pieces. These pieces are the islands that surround the mainland, which was left with edges all ragged, just as a large dish is when broken.

How many, many islands there are about Scotland! Let us notice just a few. Find Staffa on your maps. This island has a famous cave, said to be the home of the great Scotch giant Fingal. This cave is a queer freak of nature. The sea forms the floor of the cave, and only in pleasant weather can one visit it, as even then the sea is apt to be anything but calm, and the waves dashing against the rocks make one think of the roar of cannon. Notice the cold, wet, stormy Hebrides; the island marked Skye, the home of that long, silky haired little dog, the Skye terrier. Look at the group marked Shetland, the native home of those dear little long-maned ponies, many of which are no larger than a Newfoundland dog. These ponies feed on the coarse and scanty grass of the islands, yet they are wonderfully strong and sturdy. Which would you rather own, a Shetland pony or a Skye terrier?

Notice the Orkney islands, the home of countless numbers of birds. Scotland is made up of rough hills, rugged mountains, fertile valleys, and beautiful lochs or lakes, which abound

in salmon. Do you see the city of Aberdeen, "The Granite City," so called from its valuable quarries. Now find the Firth of Clyde. Connect these two places by a line, and the part north of the line is the Highlands, while the Lowlands lie south. In the Lowlands are many fine farms, said to excel those of England. Wheat, potatoes, oats, and barley are raised. Sheep farming, both in the valleys and on the hills is a favorite pursuit. The shepherds, aided by bonnie lads and lassies and faithful dogs, care for large flocks of valuable sheep and watch them lest they stray away and get lost in the woods. Besides hill, mountain, and valley, Scotland has many extensive moors that abound in grouse and snipe, which many people are fond of shooting. In the winter nothing more desolate than a Scotch moor can be imagined.

THE CLIMATE.

The climate of Scotland is quite cold and rainy. Once a traveler in this land asked a Scotchman if it rained all the time in Scotland. "No, sir," was the answer; "sometimes it snows." Do you think you would like to live in a land where snow or rain is so constant a visitor? However, the people of Scotland are used to stormy weather and know how to protect themselves by wearing thick, warm clothing and stout, heavy shoes.

It is from the Highlands that our gaily dressed little visitor comes, and when he is at home and looks around and about him at the hills covered with thick forests of pine and fir trees, often loaded with snow and long beautiful icicles and sees, peeping through the branches, a deer, Robert's heart thrills with pride, and he thinks no other country can compare with "Bonnie Scotland." Very beautiful are the hills, too, when covered with Scotch heather. This dainty little flower clothes the hills as with a mantle of purple velvet.

SCOTTISH CLANS.

Very proud is Robert MacGregor of his national costume, which has been worn many years by the Highlander. Very picturesque, is it not? Do you notice that the kilt and scarf are made of plaid? Once upon a time, the pattern of the plaid was very important. When each great family or clan had its own particular plaid you could tell to what clan the wearer belonged. For in those days each clan was very proud and thought his own the bravest and best. Each clan had its own war cry and particular place of meeting. In times of an emergency the men were called together by the symbol of the fiery cross, one end of which was burnt and the other stained with blood. The signal was given by various messengers, who carried fiery cross. Each ran at full speed until nearly exhausted, when he would quickly give the cross to the first of his clan he should meet, and it then became the duty of this messenger to run with the symbol as long as he could and then pass it on. The members of a clan were supposed to be related, and to be very faithful and true to one another. Especially was the chief served with fidelity and zeal.



The Birthplace of Robert Burns.

The cottage where Burns was born January 25, 1759, is located two miles from Ayr. It was originally built by Burns' father with his own hands.

An interesting story is told of Sir Hector Maclean, chief of a clan, who, wounded in battle, would have lost his life had it not been for the faithfulness of seven loyal brothers. These brothers, one after the other, protected Sir Hector by using themselves as shields, and as each brother, in turn, fell dying from the wounds inflicted by the enemy, he cried with his last breath, "Another for Hector!" This saying became a proverb. Many interesting stories are told of Scotland and her brave people. Ask some one to tell you of brave Robert Bruce; of William Wallace and his deeds; of Rob Roy, the famous Scottish outlaw; of Tam-O'-Shanter and his famous ride; of Holyrood Palace and unfortunate Mary Queen of Scots.

THE HOMES OF SCOTS AND AMUSEMENTS.

Let us take a peep into the homes of the Scotch. Here, as in all other lands, we will find rich and poor. The rich, living in more or less luxury, while the very poor of Scotland, like the very poor of other lands, suffer many hardships. In no civilized country are poor people so well cared for as in our own blessed America. Why?

Many of the very poor people of Scotland live in low huts, built of rude stone, without chimney or window, floor of mud, and roof thatched with straw. These poor huts contain but little furniture. The chief diet is oatmeal, potatoes, and fish. A dinner of haggis is considered as a "verra nice dish." "Haggis" is a boiled pudding made of oatmeal, suet, onions and the heart, liver, etc., of the sheep. Meat of any kind is a luxury on the table of the European workman. Why? The Scotch, whether rich or poor, have a great respect for Sunday, and that day finds all at the kirk, (church) which is generally Presbyterian.

The game of golf, which is now played so much in this country, comes to us from Scotland, where it is a national sport, just as baseball is in America.

Did you ever hear a bagpipe? This is the musical instrument that the Scotch are fond of. It would amuse you very much both to see it and hear it.

FINE CITIES OF SCOTLAND.

But Scotland is not all mountain and moor. It contains many fine cities. Just notice on your maps the city of Glasgow, famous for its ship building. Notice Glasgow's fine site. Why are ships always built near the coast instead of in the interior of the country? How you would enjoy seeing a monster-ship launched! Great is the excitement as it slips into the sea and seems to become a thing alive. Many of the large ocean steamers were built in Glasgow. It was a Scotchman named James Watt who built, in 1763, the first steam engine. Glasgow is also famous for the manufacture of gingham, calico, and other goods.

Edinburgh, on the east coast, is connected with Glasgow by means of a canal. Find Edinburgh, the ancient capital of Scotland. This city for years has been famous as an educational center, and its university has world-wide reputation.

GREAT SCOTCHMEN.

We cannot leave Scotland without a word about Robert Burns. Can you sing "Ye banks and braes o' bonnie Doon?" How the Scotch love this simple ballad and the writer. So much, that it is said, that nearly every house in Ayr, the scene of so many of his poems contains his portrait, and when it was desired to raise a monument, costing seventeen thousand dollars, workingmen contributed, by subscribing a sixpence or shilling each.

Nor must we forget that Sir Walter Scott, who wrote the beautiful "Lady of the Lake," was a Scotchman. Some day I hope you will read his fine historical novels.

Do you remember reading of David Livingstone, the great African explorer and missionary? He, too, was a Scotchman.

Every Scotch boy is proud of Wallace and Bruce; of Livingstone; of Burns and Scott; proud of his land, of being Scotch and of Scotch associations, proud of their loyalty to one another, and no matter where the Scotch may be found they cling together and sing the praises of Scotland and her people.

Physiography.

Study of the Weather.

OUTLINE SUGGESTIONS FOR SECOND, THIRD, AND FOURTH YEARS.

(Report of a lecture.)



TWO lines of instruction:—1. Daily observation of the weather. 2. Pictures in teaching geography.

Observation lesson on rain:—Should be given on a rainy day. What is rain? Where does it come from? Amount of rain that falls. Size of drops (maximum size is 1-4 in. in diameter). Drizzling rain. Pouring. What becomes of water? Sometimes flows off; sometimes sinks in the ground. Notice color of sky when it is raining.

Sun:—Relative brightness in the morning, at noon, and in the afternoon. Observe heat of sun. Put minerals on the window-sill. Study light from sun by means of shadows.

Clouds:—Where is sun when it is cloudy? Observe beauty of clouds.

Snow:—Treat as rainfall.

Dew:—Water often collects on cool surfaces. Let children breathe on window-pane.

Let children tell what kind of a day it is. Use adjectives according to grade. The day is cold, dark, and windy. Write sentences on board.

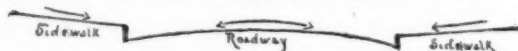
Two ways of learning about things:—1. By observation. 2. By definitions.—DeGarmo.

Observe { by direct observation.
by profile drawings.
by experiment.

Definitions { by description.
by imaginary journeys.
by stories.

Level and sloping land:—Use board. Talk about speed in coasting down different slopes. Difficulty in climbing. Ease in descending. Rapidity with which water goes down. Hills. In parks. Neighboring mountains.

Associate forms of water with land:—Talk about pouring rain. Direction of water, using sectional view of street and sidewalk as an illustration. Muddy water in gutter. Why?



Water parting:—Pouring rain washes water from tops of hills, as in the street. A little brook on each side of street. What happens on hilltops and mountain slopes?

Study drizzling rain:—Effects—soaks into the ground.

Spring { Size of spring (Often very small stream.)
Size of basin.

If basin is on slope there will be a rill. Flows down the slopes towards ditches or gulches. Fold paper to show mountain slopes and river valleys.

Low land between ridges takes all the water from the slopes:—Hollows become basins for lakes.

In connection with lake teach island and peninsula. Show pictures of each.

Think of island as top of hill, if water were drained off.

A puddle may be taken as the type of a lake. Lake in the nearest park. Lake George. All from rain.

Shore forms:—Pictures on board. Are formed by action of ocean water.

Need window gardening for soil. Lessons on minerals explain constituents of the earth. Crumbling of rocks by dew and snow, etc. Put soil in tumbler of water.

Study thermometer:—Put it in cold water, warm water, &c. Quarrying of rocks.

Study of minerals:—Use picture of mines. Talk about one mine. Children will understand all others. Granite State. Presidential Mts. Range, Ridge, (not chain). Study one mountain. Drawing on board. Picture.

How ridges are formed:—Example—Baked apple. Earth all wrinkled. As it cooled it shrank.

Drainage.

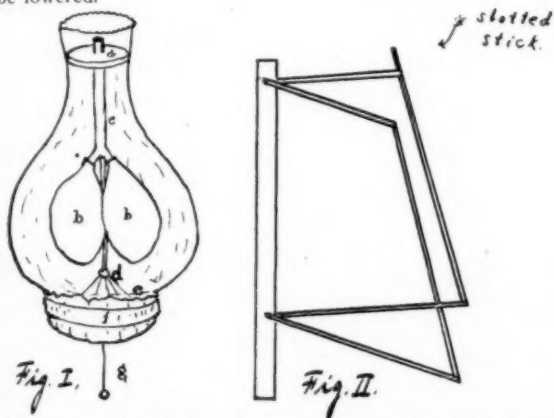
Models and Their Uses.

The Mechanics of Breathing.

By Charles D. Nason.

In teaching the mechanics of breathing, the devices here described have been found useful. The idea of the first was taken, with modifications, from Wilder and Gage's, "Anatomical Technology" and the model for the second may be seen figured in the Encyclopedia Britannica, article "Respiration." Both are easily made and the materials used in their construction can be readily procured. It will make the lesson doubly interesting if the models are made from articles supplied by the children as, in that case, their ideas of personal ownership serve to intensify their interest. The first model illustrates, in a fairly accurate manner, breathing by means of the diaphragm which is the prevailing method among men, whereas the second model illustrates costal breathing such as is seen most extensively among women due to differences in clothing and perhaps, though doubtfully, to physiological differences.

In a large lamp chimney, the top of which is closed by a tightly-fitting, perforated cork (Fig. 1, a), is arranged a pair of rubber bags (b) which are attached to a Y-connecting tube (c) to be had of any dealer in chemical apparatus or which can be made by a teacher having a bunsen-burner and a little practice in the manipulation of glass. From the center of the cork is attached a rubber band (d) by means of a staple driven through the cork, the other end of which is attached to the center of a disk of rubber (e) such as dentists use. This disk is held to the edge of the chimney by a wide elastic band (i). There is a string (g) also attached to the center of the rubber disk by means of which the diaphragm may be lowered.



Such is a description of the essentials of the model. The difficulties encountered in its construction are few and easily overcome. In the first place, the cork must be air-tight and it is best made so by pouring a little melted paraffine over it care being taken not to close the tube. The rubber bags were taken from the toy balloon-whistles that are periodically the craze with children. In the construction of the diaphragm, it is to be remembered that it also must be air-tight and, in order to resemble the human diaphragm, it must have a conical appearance when at rest. In order to avoid making any holes in the rubber, the two attachments (one of the rubber band and the other of the string) were made in this wise: the rubber was stretched over a button having an eye, then under the button was placed a smaller ring from an old umbrella; to this ring was attached the rubber band and to the eye of the button was fastened the operating string. When not in use the diaphragm should be taken off to relieve the strain on the rubber band.

In operating the model before the class, it should be borne in mind that in ordinary breathing there are from fifteen to twenty inspirations per minute. If the string is pulled slowly and relaxed slowly the bags will fill up and collapse more completely. A pleasing variation to the lesson can be made by holding over the opening of the tube a piece of stiff writing paper which will vibrate with the inspired air and quite realistically simulate snoring. If the teacher is so inclined, a fresh cat's lung with the heart attached and almost covered with the lobes, can be inserted into the apparatus by means of a straight piece of tubing tied securely to the trachea and operated in the same manner as the model.

The construction of the second model (Fig. 2) is as follows:—To one side of a strong piece of wood (illustrating the spinal column) are firmly attached two sticks of unequal length (representing the ribs) sloping downward; across the ends of these sticks is fastened another (the sternum). To the other side of the same piece of wood and opposite the ribs that were nailed fast, another pair of ribs and a sternum

is fixed in such a manner that they can be raised and lowered. It will then be evident to the class that when the ribs are raised, the chest cavity is enlarged and the air must then rush into the lungs as it did in the previous experiment. It should be impressed upon the class that neither method is ever used exclusively but that both together have a greater effect than is produced in either model. Impress also the fact that the lungs are attached to the walls of the chest so that much more air remains in the lungs than is expelled at any single expiration.

There can be no doubt that in teaching physiology, models are an absolute necessity. At best the subject is beyond the powers of the young student fully to appreciate although when properly taught great interest in it can be aroused. No great amount of knowledge is required, however, to understand in a general way the mechanics of breathing, although physiologists may dispute as to the details of the operation. With children at least, it is sufficient to see that the air is "sucked in."

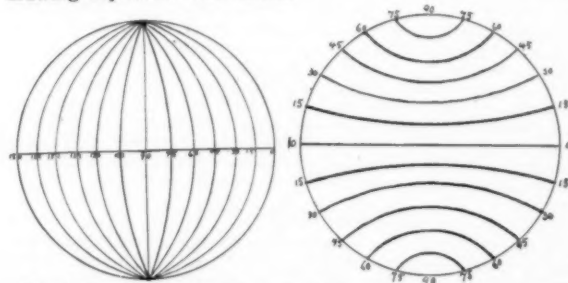
Philadelphia, Pa.

Globe Lessons.

By Jennie S. Campbell.

In a high school recently, the question was asked, "In what direction is the North Pole from New York city?" "Looking at the flat map," the pupil replied, "It is northwest," and almost all the class agreed with the speaker. A sixth grade teacher whose class had followed the course of globe lessons given below, received from her pupils the prompt response, "It is north of all points on the earth's surface."

In almost all towns will be found a planing mill, where balls may be turned. A pine ball about four inches in diameter may be procured for something like ten cents, and each pupil should have one. Have two small tacks placed to represent the north and south poles. With the aid of a compass, or a string tied to one of the poles, the equator may be drawn, and under the teacher's development, any pupil will be able, after drawing this circle, to give the definition of the equator, without consulting a geography. Then have one meridian circle drawn, developing the definitions of meridian circle and meridian. The outer circle in the accompanying drawing represents this circle.



In their arithmetic work, sixth grade pupils have learned that 360 degrees make one circumference. They are told that latitude is distance north or south of the equator and can easily see that the poles are at 90 degrees north and south latitude. For convenience in future map drawing, parallels of latitude, small circles, should be drawn, fifteen degrees apart, and marked on the prime meridian. All points regarding latitude may be developed in this lesson. It is not wise, however, to undertake too much in one lesson, for the pupil's work will not be accurate, nor will they remember as well. In another lesson the zones may be marked.

Meridian circles fifteen degrees apart should next be drawn and marked as in the diagram. When the pupils have been trained to tell the latitude and longitude of numerous places on their flat maps, the maps of the continents may be copied, from their geographies, upon the globes. Great care is necessary that this may be well done. It is well to begin with South America, as it has an easy coast line. The lesson may be conducted as follows:

Let the pupils discover that Panama is in north latitude 9 degrees and longitude 80 degrees west. Make a dot at that point on the balls. Find the latitude and longitude of Pt. Gallinas, draw the coast line between these points. At west longitude 50 degrees, on the equator mark the mouth of the Orinoco river; draw to that point, and so on, until the continent is completed. So each continent may be placed. This certainly is excellent training in understanding latitude and longitude.

From the balls, when completed, maps may be made with profit, for this will teach the pupils to correctly read the maps in their geographies. After this has been done, some of the children who have grown especially interested in their work, will wish to color the oceans blue and to mark the continents with other colors. This may be done in water-colors at home, if the teacher does not wish all to do it. The writer has had pupils, who owned scroll-saws, mount the globes on standards, showing correctly the inclination of the earth.

Special Correspondence.

The Common Schools of Los Angeles.

In Los Angeles there are at work at present 415 teachers of whom 311 are in the primary and grammar grades, sixty-nine in the kindergarten, and thirty-one in the high school. The remaining four are special teachers. The monthly salary list comprises \$625 for the executive department, \$490 for the special teachers, \$3,360 for the kindergarten, \$3,360 for the high school, and \$25,680 for the primary and grammar grades, making a total of \$33,515. In addition there are \$2,390 paid monthly for janitors, engineer, and superintendent of buildings.

THE SUPERINTENDENT.

Los Angeles is fortunate in having as superintendent of schools so thoroughly qualified an educator as Mr. J. A. Foshay. Those who have been intimately connected with him in the work for years, and have watched the schools of this city rise to their present greatness in spite of conditions and obstacles never met in cities of less rapid growth, can alone appreciate his true executive ability. With a strong physical constitution, a thorough professional training, and untiring energy, and a courteous, sympathetic nature, he has succeeded in winning the highest regard from men of widely differing opinions and conditions, and of maintaining a school system that no visiting teacher fails to admire, or fails to find something which he desires to imitate.

The deputy superintendent, Mr. C. L. Ennis, is a man of long experience in the city schools, and is thoroughly in harmony with the superintendent's policy.

SOME CONDITIONS.

Two years ago there were over 3,000 children in the city who were denied the privilege of even a half-day session at school, so crowded were the buildings. Since that time, according to the school census, over 33 per cent. of the increase in the school population of the state has been confined to Los Angeles county, and over 25 per cent. of the whole, to Los Angeles city. To meet these conditions nearly 150 new school rooms have been provided in houses ranging from eight to twelve rooms each, and all have been furnished and provided with competent and experienced teachers. In the appointment of teachers merit alone is considered, promotions follow well-defined civil service rules, and positions are practically held during good behavior and efficient work.

KINDERGARTENS.

Every child in Los Angeles has the opportunity of attending a good kindergarten for at least one and one-half years at the expense of the city. This department is the especial pride of the superintendent and patrons of our schools, and as one sees these little ones at work, he loves to reflect that "no child who has had one year of kindergarten training, was ever yet found in a prison cell for crime committed in after years."

SLOYD.

No school can claim to be up with the requirements of this progressive age that does not provide manual as well as mental training. Sloyd has only been introduced into our schools the past year, but the department is well equipped and under the efficient management of a thorough educator, Mr. Chas. A. Kunou.

COMMERCIAL COURSE.

Two years ago Supt. Foshay introduced a commercial course as part of the high school curriculum. In a commercial city like Los Angeles it will ever be one of the most popular courses in the schools. Sufficient time has not yet elapsed for any one to complete this course of three years, but a recent public exhibition of the work being done has called forth many words of highest encomium.

GENERAL COURSE OF STUDY.

The general course of study has for a ground work a very carefully prepared list of subjects that experience has proved can be easily mastered by the average class. In addition will be found rich suggestions for supplementary work in numbers, in reading, and in elementary science, many of which are marked, "at the discretion of the teacher." Thus it is possible to have a general plan which all teachers can work in harmony, and at the same time allow such latitude and flexibility as will permit the enterprising teacher, or the bright class or individual pupil, to accomplish far more than the mere requirement for promotion. Thus it is kept constantly before the pupil that it is education and not promotion he is working for.

PROMOTIONS.

The schools are graded each semester instead of annually, and new pupils are admitted to the kindergarten and primary department twice each year.

This enables the very close grading of all pupils, and requires but five months' review for any who fail to pass at the semi-annual promotions. It also makes it comparatively easy to make changes at almost any time during the year. The last monthly report of the superintendent states that there were during the fourth month of the first semester 43 promoted and 17 demoted in their grades. Some temporary sickness is usually the cause of making the latter change.

DRAWING.

There is no department of the work in Los Angeles of which I can speak in higher terms of praise than of the special work in drawing under the direction of the special teacher, Mrs. C. P. Bradfield. The system taught is her own. The books of instruction are her own authorship, and she brings to her work the ripe experience of thirty-two years, sixteen of which have been in the schools of Los Angeles. At the recent educational exhibition at the state teachers' association in San José she exhibited drawing from all the grades of the Los Angeles' schools was of such manifest excellence and superiority that no other exhibit or even claimed to be a competitor for honors. Lack of space forbids that I should yield to a great temptation to quote at length from the last annual report of Mrs. Bradfield to the board of education.

HIGH SCHOOLS.

The Los Angeles high school is the pride of the state of California. It is the largest high school west of the Rocky mountains, enrolling nearly 1,000 pupils. There are five courses—classical, Latin, scientific, English, and commercial. The first four require four years, and the last three, but students who finish the commercial may take another year in studies selected, by the advice of the principal, and receive the regular diploma.

The principal, W. H. Housh, is a man very highly esteemed by his thirty co-workers. The mathematical department is in charge of M. J. M. McPherron. The enthusiasm in this work is manifested by the large number of those who elect to take the higher mathematics in the twelfth year of the course.

To follow out a thorough course of laboratory work in physical and biological science according to the advanced ideas of educational thought requires a very expensive outlay of means for equipment and apparatus, and a corps of enthusiastic and thoroughly trained teachers. There is probably no school in the land, outside of the richly endowed universities, that is better equipped in both these particulars than is the high school in this city. The general charge of this department belongs to Mr. Geo. L. Leslie.

The department of English under the vice-principal, Mrs. M. J. Frick, has made advanced strides; and in the classics, Mr. A. E. Baker's associates are doing the thorough work of the best of the time-honored institutions of the East.

The alumni now number five hundred and seventy-four, and a loyal devotion to their Alma Mater exists in the hearts of them all. Of the seventy-one who graduated last June, fourteen entered the state university at Berkeley, seven entered Stanford, one Harvard, one Brown, and one Ann Arbor, and twenty-two girls the state normal school.

THE GREAT LIBRARY.

Among the most potent factors in the educational work in Los Angeles is the great city library, which is free to all pupils. The annual report of the city librarian shows that more than 20,000 books, magazines, and plates are annually distributed among the pupils of the public schools. The most of these are drawn by the teachers who make out monthly lists of books which are delivered to their schools; so frequently each book will be read by many members of a class before it is returned to the library.

PATRIOTISM.

The teaching of patriotism to American boys and girls is said by foreigners to be a novel feature peculiar to us. The intense state pride which it is well known the Californian always feels, at home or abroad, is no less strong than that which he feels for his nation. Indeed with him it is but an integral part of that grander and nobler enthusiasm which is ever stirred by the thought that American liberties and American institutions are God given blessings, bought with the blood of his ancestors, for which it is his noblest aim to live, and, if need be, die in defending; and no one can help but feel that for priceless inheritance is safe for at least another generation, if he could stand as I have stood, upon the steps of one of our great ward school buildings, at the morning hour, and see file into line, at the sound of the gong, rank after rank of the boys and girls, and, as the first act in the drama of the day, stand with uncovered heads, and with a graceful salute, right arms extended and eyes upon Old Glory floating above them, repeat as with one voice: "I PLEDGE ALLEGIANCE TO MY FLAG, AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL."

Los Angeles.

F. L. Hafford.

Summer Travel Guide

GENERAL EDUCATIONAL TRAVEL.

Every year a large proportion of the 400,000 teachers of the United States employ the long summer vacation of two months duration in traveling. Last summer it centered at Buffalo, N. Y., because of the meeting of the NATIONAL EDUCATIONAL ASSOCIATION. The

NATIONAL EDUCATIONAL ASSOCIATION

meets this year at Milwaukee, Wis., from July 6 to 9. It will draw together teachers from all parts of the United States. A One Fare Round Trip Rate is made on the railroads, plus the annual fee to the N. E. A. Many attractive side trips can be made from there.

The Glens Falls Summer School will attract a large number of earnest students this year. It begins July 20; continues three weeks.

The Martha's Vineyard Summer School, at its beautiful seaside resort will be a delightful place to visit. Begins July 12—4 weeks.

Chautauqua has a thousand attractions. Its special course for teachers is becoming very popular. July 3—6 weeks.

The Various Summer Schools for teachers will be largely patronized. See special list of them in THE JOURNAL, also in the Summer School Number of THE JOURNAL for May 1.

The American Institute of Instruction brings together several thousand teachers each year. This year at Montreal. July 9 to 12.

The New York, Pennsylvania, and other State Teachers' Associations held in the summer bring together a large representation. In addition to these there are held nearly 3500 County Teachers' Institutes, making necessary a very large amount of traveling on the part of teachers.

European Tours. An increasing number of teachers visit Europe each year. Note the supplement in May 1st. JOURNAL.

Summer Homes in the Catskills, Adirondacks, Maine Coast or other seashore places are great favorites with the teachers.

The above are only a few of the numerous points that will attract the readers of THE SCHOOL JOURNAL. Any Special Information as to dates will be found by consulting this supplement or by writing direct to the managers, or to the editors. Enclose stamp for reply.

THE PENNSYLVANIA RAILROAD.

The Pennsylvania Railroad Company has long held supremacy among American railroads for progressiveness.

It was the first railway in this country to realize the importance of substantial construction, superior equipment, and all the improved facilities which the advance of nineteenth century civilization was continually disclosing to the alert railroad manager.

The clumsy iron rails of the olden days were discarded for the heavy steel rails of to-day; wooden bridges were transformed into iron, and iron in turn was abandoned for stone. The roadway was embedded in stone ballast, and strength and durability became the main factors in every work of construction.

In every other field, also, the improvements of modern science were being utilized. Every invention emanating from the brain of genius which held out any promise of usefulness was tested, and, if found worthy, applied to practical use. The block signal system, which is the most valued agency in guarding the security of the traveler, was first introduced on the Pennsylvania, and gradually extended until it now protects every mile of its mainline. With the block signals came the automatic switches, which have to-day reached a marvelous state of development. The track tank, whereby locomotives are enabled to take up a supply of water without materially reducing speed, was first introduced into permanent use on this line.

In the matter of equipment the same diligence in securing the best in everything and a like thoroughness of purpose has marked the course of the Pennsylvania management. The company maintains at Altoona, Pa., the most extensive and comprehensive locomotive and car shops in America, outside of the institutions devoted exclusively to this purpose. Experiments in locomotive building, conducted by the most expert engineers through a number of years, have resulted in the production of the "Pennsylvania Standard Locomotive," which has no superior in strength and speed.

The use of air-brakes, which was adopted when the first letters patent were issued, added another element of security.

The progress made in the building of passenger cars received a great impetus from the efforts of the Pennsylvania to produce a car that should combine all the essentials of comfort and at the same time present a pleasing effect to the eye. The passenger coaches in service on the Pennsylvania Railroad now combine in their design, construction, trains, and finish every aim of their builders. No other railway has devoted such close attention to this special branch of the business, and the result of years of persistent effort and conscientious endeavor is the finest passenger service in the world. While all the trains, local as well as through, are kept up to the high standard which has been set for them, the most notable exemplification of absolute superiority is found in that paragon of all trains the Pennsylvania Limited.

When in the year 1881 the New York and Chicago Limited of the Pennsylvania Railroad was added to the service of that line, the act was viewed as one of the most radical departures in the history of passenger travel that the country had ever seen.

The contrast between the Limited of ten years ago and that of the year 1891 is almost as marked as the difference then presented between the Limited and the best equipped through express train. It is true that the train was then composed of Pullman sleeping cars, a smoking car and a dining car, but the improvements in construction, the taste in decoration, and the added features of the present Limited remove it from the plane of comparison with its predecessor.

The Limited of this year of grace is the ideal medium of locomotion on rails. It is composed exclusively of Pullman Vestibule Drawing and State-room Sleeping Cars, a Dining

Car, a Smoking Car, and an Observation Car. These cars illustrate in their design, construction, and finish the ripest skill of the mechanical engineer, the machinist, wood worker, decorator, and upholsterer. They are connected one to the other by the Pullman Patent Safety Vestibules, so that a train of seven or eight coaches, from the point of convenient communication between the cars, is practically one elongated coach.

The interior of a train constituted as only the Pennsylvania Limited is, presents a most attractive appearance to the traveler. The Smoking Car is the Paradise of the men. It is furnished with luxurious rattan chairs, divans, tables, and writing desks. The daily newspapers, periodicals and books are at hand to aid in whiling away an idle hour. The touch of an electric button brings refreshments. Displayed on a bulletin board are the quotations of stocks as they fluctuate in the markets of the world, and the financial, commercial, and general news of the day secured fresh from the wire at each stopping point.

The Sleeping Cars are the finest specimens of their class. They are divided into twelve sections of two double berths each, with drawing-rooms at either end of the car. These rooms are enclosed compartments accommodating from two to five persons, and are designed to afford that degree of exclusiveness which cannot be secured in a berth. Toilet rooms and lavatories both sexes are provided in each sleeping car.

The Observation Car, which is the rear guard of the train, is one of the latest and most attractive additions to the Limited.

These cars are divided into two sections. The first is fitted with berths like the sleepers; the second is an open sitting room furnished like the smoking cars, with luxurious wicker chairs and sofas. Windows with a broad expanse of plate glass on the side and at the ends give the occupants a clear view without. The rear platform, capacious enough to seat fifteen persons, is protected by the sides of the car, with no obstruction at the end save a handsome nickel railing.

In this car is located the stenographer and typewriter. He is an employee of the Pennsylvania Railroad Company, and his services are rendered to passengers free of expense.

Its four distinctive features of Financial News, Stenographer and Typewriter, Ladies' Maid and Observation Car, stand out in bold relief, and mark it as the only passenger train in existence on which the traveler can perform all the functions of business or social life, while speeding over the rails, with as much ease as if he were in the heart of the metropolis.

Every invention of modern ingenuity which can in any way conduce to the perfection of appointment is applied. Electricity is used to light the train and cool it in summer, while steam heat serves in winter to secure a uniform temperature.

The speed of the Limited compares favorably with that of the quickest trains known. While its average rate of movement is nearly forty miles per hour, the actual rate maintained on many portions of the route often reaches fifty or sixty, yet so firm is the railway, so substantial the train, that the highest velocity entails no disagreeable sensations.

The time table of the limited is a strong element of its popularity. Leaving New York in the morning it traverses the most interesting and attractive portions of the Eastern States by daylight. The picturesque scenery of middle Pennsylvania, the wild and romantic grandeur of the Alleghany Mountains are revealed by its flight like the changes of a panorama. One spends the day in contemplating scenes of the most varied beauty and retires in restful content to awaken at Cincinnati or Chicago.

The Pennsylvania Limited is without a peer in the railway trains of the world.

VACATION TIME IS NEAR AT HAND = =

AND THE SAME OLD PROBLEMS AGAIN CONFRONT YOU

WHERE TO GO AND HOW TO GET THERE.

In studying out these questions you will do well to bear in mind that the through cars of

"AMERICA'S GREATEST RAILROAD,"

NEW YORK CENTRAL AND HUDSON RIVER R.R.

reach all of the best and most popular vacation resorts in the East, including such unequalled spots as

The Adirondack Mountains,
"The Nation's Pleasure Ground and Sanitarium."

Thousand Islands of the St. Lawrence River, the Fisherman's Paradise

Niagara Falls,
the World's Greatest Cataract.

Saratoga Springs,
America's Greatest Watering Place.

Lake George,
Most beautiful of American Lakes.

Lake Champlain,
Full of Historic Interest.

Catskill Mountains, Berkshire Hills, Richfield Springs, Sharon Springs, Watkins Glen and a thousand other equally delightful places for health, rest, and recreation.

A copy of the "Illustrated Catalogue" of the "Four Track Series" will be sent free postpaid, to any address in the world, on receipt of a 1-cent stamp, by George H. Daniels, General Passenger Agent, Grand Central Station, New York.

"Know most of the rooms of thy native country before thou goest over the threshold thereof."—FULLER.

HEALTH AND PLEASURE RESORTS.

The question, "Where shall we go for health and pleasure?" assumes greater importance each succeeding year with the American public, and the following is given to assist those who are in doubt in settling this important point, as well as to show them what a wonderful country lies between the Missouri River and the Pacific Coast.

Americans go to Europe to see Switzerland and the Rhine, to spend a winter in Italy, to do the Pyrenees and the Alps, to visit the German Spas, the Highlands of Scotland, the Giant's Causeway of Ireland, and other places of interest; when right in their own country, almost at their doors, are rivers, forests, lakes, and mountains, and medicinal springs rivaling the Pool of Bethesda of old; sublime scenery bordering on the weird and supernatural, quiet vales and dells far exceeding those of Europe, or any other portion of the civilized world. These places, too, are easy of access, and it is not necessary to learn a foreign language to be able to enjoy them.

Following up the sentiment so generally expressed nowadays, "America for scenery," it is important that every American, native or naturalized, should post himself, at a matter of patriotism and pride, on the resources and characteristics of his own country.

Nowhere on the globe is there to be found such a variety of climate, scenery, and resources as between the Missouri River, or the ninety-sixth meridian, and the Pacific Ocean; and in this magnificent stretch of country are found resorts which can be enjoyed at all seasons of the year. The best climate of every known country can be found in this area. Here Nature not only equals, but excels, everything that she has done for mankind in other portions of the globe; and American enterprise and skill have made them accessible to the nations of the earth.

To a vast majority of our people this great country was, until within the last few years, practically a sealed book, when its treasures of climate, scenery and products were opened up to the world, by the original completion and the later extensions of

THE UNION PACIFIC, "THE OVERLAND ROUTE."

COLORADO SPRINGS.

Colorado Springs is essentially a home resort. There are more people who have summer homes here than in any of the other frequented places in Colorado. There are good hotels in abundance and any number of attractive boarding-houses; but such is the beauty and salubrity of the place that visitors who arrive here make up their minds to stay for the entire season, and, as the result, they gather about them the essentials of home life and home comfort.

A few miles distant from Colorado Springs, and connected by an electric street railway, is enchanted

MANITOU AND THE GARDEN OF THE GODS.

Everyone has heard of it, hundreds of thousands have been there, and thousands more each succeeding summer bend their way to this queen of mountain resorts. For Manitou possesses a charm which lingers—a magic spell which comes unbidden to haunt the traveler who has once rested under her witching glances.

IDAHO SPRINGS, COLORADO.

Idaho Springs, 7,543 feet above the sea level, is a beautiful place located in Clear Creek Canon, Colorado. It is reached by the Union Pacific and Union Pacific, Denver & Gulf Rys.

In so far as nature equips resorts, Idaho Springs is the finest that the Rocky Mountains afford. The heights on either side are not rocky or rugged, but verdant and inviting. Sometimes deer are seen wandering through them, almost within sight of the hotels. The Hotels are good, and society the best. Idaho Springs is so near Denver that many families from the latter city summer here, stopping either at its excellent hotels or at the adjoining cottages.

GARFIELD BEACH, UTAH.

Garfield Beach, is eighteen miles from Salt Lake City, Utah, on the shores of the Great Salt Lake, and is reached from the east by the Union Pacific & Oregon Short Line Rys. It is the only real sand beach on the lake, and is con-

sidered by many to be the finest in the world. It should be, and will be, the great resort of the continent. In the long, sunny days of June, July, August and September, the water becomes delightfully warm, much warmer than the ocean. It is 21 per cent. salt, while the ocean is only 3 per cent. The water is so dense that a person is sustained on its surface indefinitely without effort. The baths are extremely invigorating.

SODA SPRINGS, IDAHO.

This famous resort has become well known to tourists only within the past few years.

There are thirteen springs within a radius of one-half a mile from the hotel—the first one, 200 feet from the hotel, bubbles from the top of a conical mound. Swan Lake, six miles east, is a beautiful sheet of water of unknown depth; Formation Springs, five miles northeast, shows some curious effects of lime deposit, petrifying moss leaves and twigs perfectly. Hooper Spring, one and one-half miles distant, is a beauty; but all pale into insignificance before the Mammoth Spring. This is five miles from the station. The health-giving properties of the waters are widely known, and are recommended by the faculty as a specific for indigestion, stomach, and kidney troubles, etc. Springs near the station are strongly tinged with iron, and are an effectual remedy for thin blood, ladies in delicate health, etc. The "Idanha" water is bottled at the works about a mile from the station.

HAILEY, IDAHO.

Hailey, Idaho, is reached only by the Union Pacific and Oregon Short Line Rys. One and a half miles from Hailey are the famous Hailey Hot Springs. The ride or walk thither is very pleasant, leading through a picturesque little valley, and the location, in a lovely glen in sight of several rich mines, is very pleasant. Large volumes of water, of a temperature of 150 degrees, and containing sulphate of soda, iron, magnesia, sulphur, and other desirable ingredients, are found in scores of springs. Commodious swimming-baths are provided.

WEST SHORE R. R.

GOING TO THE CONVENTIONS?

BOTH REACHED BY **ONE** POPULAR LINE.

Be sure your tickets read via

**WEST-SHORE
=RAILROAD=**

They run elegant through sleeping cars from Boston and the East by the FITCHBURG R. R., and from Chicago, St. Louis, and the West by the WABASH and the N. Y. C. & ST. L. R. R.

The Meetings are at New York City, June 30th to July 3, New York State Teachers' Convention. At Milwaukee, July 6-9, National Educational Convention.

BOTH REACHED BY THE THROUGH CAR
LINE ESTABLISHED BY THE

**WEST-SHORE
=RAILROAD=**

THE NIAGARA FALLS ROUTE.

Secure Your Tickets via that Line. . . . The Best and the Cheapest.

This is the only through-car line in existence during the summer season running Buffet Drawing-room Cars between Washington Baltimore, Philadelphia, Long Branch, New York, Catskill Mountains, Albany, Saratoga, and Lake George.

WHERE ARE YOU GOING TO SPEND THE SUMMER?

Have you given the matter any thought? The Farmers, the Hotel Keepers, and the West Shore Railroad have done it for you. New resorts have been established near New York and in the Catskill Mountains.

An elaborate illustrated book will soon be issued by the West Shore Railroad giving a long list of Summer Homes and outing places. The work can be had free on application, or by sending eight cents in stamps (for postage,) to H. B. JAGOE, G. E. F. A., No. 363 Broadway, New York.

No great Railroad in America offers the advantages for summer travel and enjoyment equal to the West Shore Railroad. Starting from New York (around which are clustered more pleasure resorts than any other city in the world) paralleling the grandest river on the continent, it traverses valleys celebrated in song and story; reaches many crystal lakes reposing like gems in their mountain settings; furnishes access by branches and connections to the magnificent forests of the Catskill and Adirondack Mountains, terminating at the world's wonder, Niagara Falls.

For information as to Rates, Trains, &c., apply to any West Shore Ticket Agent, or W. E. BROWN, C. P. A., Syracuse, N. Y.; J. C. KALBFLEISCH, C. P. A., Rochester, N. Y.; F. J. WOLFE, Gen'l Agent, Albany, N. Y.; H. B. JAGOE, G. E. F. A., 363 Broadway, New York. C. E. LAMBERT, Gen'l Passenger Agent, 5 Vanderbilt Ave., New York.

FAMOUS SUMMER RESORTS OF COLORADO,

INCLUDING THE WONDERFUL GOLD MINING CAMPS OF CRIPPLE CREEK AND VICINITY,
ARE BEST REACHED VIA THE

"Colorado Short Line,"



"Colorado Short Line,"

FROM ST. LOUIS OR KANSAS CITY.

Through Pueblo (the Pittsburg of the West). Elegant through car service to Pueblo, Colorado Springs, and Denver, connecting with the

Rocky Mountain Routes to the Pacific Coast.

Weekly Tourist cars from the East to Pacific Coast, without change. Excursion Tickets at reduced rates. For descriptive and illustrated matter, rates of fare, and further information address the company's agents or

WM. E. HOYT, General Eastern Passenger Agent, 391 Broadway, N. Y. City.

C. G. WARNER, Vice-President. W. B. DODDRIDGE, Gen'l Manager. H. C. TOWNSEND, Gen'l Pass. & Tkt. Agt.

ST. LOUIS.

The New England Railroad

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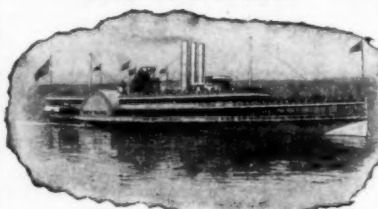
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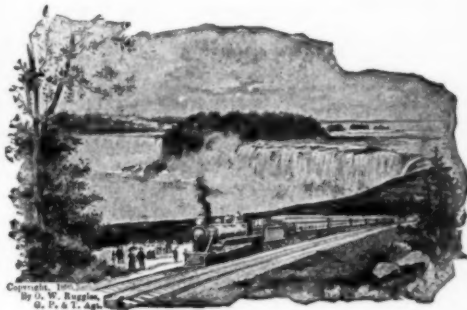
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Memorial Day.

Suggestions for School Exercises.

By Anna M. Clyde, Philadelphia.

The custom of having the school children bring plants to decorate the graves of soldiers is a pretty one, followed in our Philadelphia schools. Unfortunately, they cannot have the privilege of laying their offerings on the graves themselves. Where this is possible, nothing could be more impressive than to carry your little flock to a near-by cemetery and allow them reverently to lay their tribute on each flag-marked grave. When they have completed their work, gather them around you and let them softly repeat some pretty and appropriate thought.

SLEEP, SOLDIER, SLEEP.

Sleep, soldier, sleep!
Thy work is o'er;
No more the bugle calls, "To arms!"
Dream on beneath thy tent of green.
Sleep, soldier, sleep; free from alarms.

Peace smiles upon our goodly land,
The war cry is no longer heard,
And fields where once the battle raged,
Now echo with the song of bird.

Rest, soldier, rest! while we to-day
Bring fragrant flowers with reverent tread,
To deck the graves of those we love,
A tribute to our honored dead.

Sleep, soldier, sleep!
Thy work is o'er;
Sleep on, and rest, free from all care,
While we our gratitude express,
With blossoms sweet and garlands fair.
—W. G. Park, in "Good Housekeeping."

Again, the reading of "Maisie's Decoration Day" may suggest an original and simple exercise:

MAISIE'S DECORATION DAY.

Little Maisie trotted after the procession, and her tiny hands were running over with pansies.

"The cemetery is full of flowers," she whispered to herself, peeping in. "There isn't any room for mine."

Then a bright thought came to her and made two little dimples in her round pink cheeks.

"Oh, I know!" she said. "I'll decorate poor old Mr. Manasseh Moon. That will be nicer than laying my flowers in the cemetery."

So she went hop, skip, and jump to a little black house where an old man with only one arm was sitting on the door-step.

"I've come to decorate you, Mr. Moon," she said, quite soberly.

"Why, pussy, what do you mean?" said Mr. Moon, looking surprised.

"Cause your arm got lost in the war," Maisie went on, "and so I'm going to put some flowers on you."

Then she pinned a bunch of great blue pansies on his old coat, and stuck pansies in the band of his rusty hat, first a velvety black pansy, and then a lovely white one, and so on all around. And the pansies looked up at Maisie as if they were smiling.

"How did your arm get lost?" she asked, fastening the prettiest pansies of all on his empty sleeve.

"Why, you see," said Mr. Moon, "one night I was in a wood with a lot of other soldiers. The sharpshooters had lit great fires to see us better, but we all hid as well as we could, each man behind a tree."

"Like when we play hide-and-coop," said Maisie nodding her head.

"Yes; but this was a pretty loud kind of coop, for every moment bang! would go some gun from behind a tree. Nobody was to be seen, nothing but the long black shadows of the pine trees; it looked as though I were all alone in the wood."

"Oh, dear," said Maisie, "weren't you afraid?"

"I wish I had been a little more afraid," said Mr. Moon. "I was in too much of a hurry to load my gun, and put out my elbow just a little way from behind the tree. Some sharpshooters spied it, and that is the reason Mother Moon only has to knit one mitten for me."

"Well, Mr. Manasseh Moon," said Maisie. "I'm sorry you lost your arm, but I'm glad you fought for your country, 'cause if I didn't have any country, I don't know where I could live."

"Yes, I wish I had my arm," said the old man, with a queer smile, "but I would rather have a country after all."

—Elizabeth Howland Thomas, "Youth's Companion."

This would be quite possible if a soldiers' home were near the school, or how really ideal, to hunt up some lonely old soldier and brighten his life with a bit of gladness.

If you can't get a "real, live" soldier to decorate, it might be effective to decorate the pictures of our dead heroes.

I know a school where no special preparation is made for the day. Yet no holiday in the year gives more pleasure to the children, nor is any looked forward to more eagerly than Memorial day.

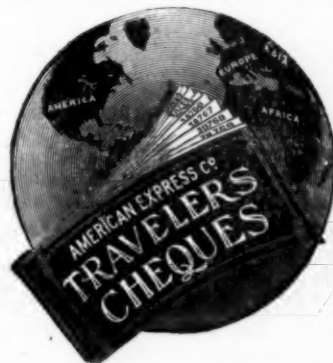
Let us take a peep into the school on the day of the celebra-

TEACHERS WHO ARE GOING

to the NATIONAL EDUCATION ASSOCIATION MEETING AT MILWAUKEE in July next, will assuredly use the **Nickel Plate Road**, if they will only investigate its advantages before deciding. A saving of \$1.50 to \$3.00 in price of tickets, its dining car service unexcelled, Wagner Palace Sleeping Cars between Boston, New York and Chicago, solid trains of elegant coaches New York to Chicago via **West Shore and Nickel Plate Roads**, thus ensuring "No Change of Cars" for those who do not desire sleepers. Its enjoyable route along the shores of Lake Erie, with its cool breezes and enchanting scenery, all combine to make travel on the **Nickel Plate Road**, a luxury and pleasure.

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tion. A great display of red, white, and blue gives it a gala-day appearance.

To the strains of a patriotic march the boys and girls enter the assembly-room. Some carry flags; others wear bows or streamers of the national colors, occasionally accompanied by the school colors, purple and gold.

Each child carries a plant, likewise decorated with the stars and stripes. (I wonder why it is the tiniest tots carry the biggest plants.) The children being seated, and the flower-pot of each child placed on its desk so that its bloom and brightness show to the greatest possible advantage, the ceremonies begin.

Patriotic songs, which the children know and sing on all similar occasions, are reviewed.

It must be a very unresponsive heart indeed, that does not thrill with pride as the earnest little voices sing:

"HURRAH FOR THE FLAG!"

There are many flags in many lands;
There are flags of every hue;
But there is no flag, however grand,
Like our own red, white, and blue.

Chorus.—

Then hurrah for the flag! our country's flag!
Its stripes, and white stars, too;
There is no flag in any land
Like our own red, white, and blue.

I know where the prettiest colors are,
And I'm sure if I only knew
How to get them here, I'd make a flag
Of glorious red, white, and blue.

I would cut a piece from an evening sky
When the stars were shining through,
And use it, just as it was on high,
For my stars and field of blue,
Then I'd take a part of a fleecy cloud,
And some red from a rainbow, bright,
And put them together, side by side,
For my stripes of red and white.

We shall always love the stars and stripes,
And I mean to be ever true
To this land of ours, and the dear old flag,
The red, the white, and the blue.

America, with its solemn sweetness, follows. Truly, the soul has no music in itself that is not moved by this "concord of sweet sounds."

The last strain dies away, and the children sit in expectant silence, waiting for the story that always follows this hymn. The story is one teaching some appropriate lesson, but care is taken to select one in which the moral does not obtrude itself to the detriment of the story. I think the children will appreciate and enjoy Camp Briny, which is the story they are going to have this year.

CAMP BRINY:

A PEACEFUL WAR STORY FOR JACK.

"I wish you had been in the war, papa," said Jack. "Frank Osgood's grandpa can tell the jolliest kind of stories you ever heard, about battles and soldiers—everything!"

"Well, it is too bad," said papa, reflectively, "but I think I can tell you a war story. Not much about battles or soldiers in it though." "That's queer," said Jack, "I thought they always had 'em in." Then, after a pause, "But papa, you always said you weren't in the war."

"Well, papa said, 'I was not. I wanted to be, but you see I was ten years old when my father and big brother and uncles and cousins enlisted, and they would not take me because I wasn't quite big enough."

It was a great day when they came home in their gray uniforms, father with bright colored shoulder straps, for he was an officer. I could hardly take my eyes off them, they were so grand. Nothing so fine had ever been seen before on the big Louisiana plantation where I had spent all my short life. I had just begun to grow accustomed to their magnificence when their regiment was ordered to the front, where the fighting was.

"I came in from my play one day and found mother sitting with father on the sofa and I saw she had been crying. Father took me up and kissed me and held me very close, and told me that boys could be brave at home as well as in battle, and that he was leaving me to take care of mother. I felt quite proud of that, but the next day when we drove to the cross-roads to see their regiment march away, I would have given anything I had to go with them. After they were gone our two faithful black men took charge of the place and the cotton, and my mother and sisters were busy at all times tearing up old sheets and making them into bandages to send to the hospitals.

"There didn't seem to be anything for me to do anywhere until father wrote that they had no salt. The big salt mines in our state had not been

discovered then, and our soldiers were suffering for salt. Mother sent father what salt we had, and sent me on my pony over to grandfather's plantation with father's letter.

"When I came back and mother read grandfather's note she said, 'Now my son, the time has come for you to do your part in the war. Your grand father and Aunt Alice are going to the Saline Springs up in Arkansas for some salt. I will go, too, and you shall be my protector and helper.'

"So it was settled. Our black men and their wives who had grown up in the family, would stay on the place; my sisters would go and stay with grandmother, and I with mother.

"We started early Monday morning with a team, a covered wagon, bedding, a big iron kettle, and sacks for the salt.

"Grandfather and Aunt Alice joined us, and many others, and by the time we reached the springs we made quite a procession.

"We were soon settled and I had plenty of work, and felt very proud at having mother look to me for everything she wished done. The spring was a pretty basin, always full of clear water so salty that to taste it made one shiver. It was a generous spring, for though the water was drawn all day long, it was always full and running over. In early mornings I made trip after trip from our kettle to the spring, and back again. Then when the kettle was full, we brought wood and kindled a fire under it. The kettle had to be replenished and the fire kept burning all day long, and before we went to bed, when the water in the kettle had boiled away, we would take out the clean white salt and put it into the sacks.

"It was hard work but it was fun, too. To wake up early in the morning and step right out of bed into the woods, with birds singing all around, and in a few minutes to smell all sorts of delightful odors rising from twenty camp fires,—just living outdoors,—wouldn't you have thought it good fun, Jack? And at night when we all sat ar. and a big camp fire and sang together or told stories, I thought it was a little bit like being a soldier.

"I was sorry when the sacks were full, but mother was anxious to get home, so we gathered up our belongings and left Camp Briny. We sent the salt to be distributed, and many a grateful letter came back to us from old friends and strangers, too, who had received some of our salt.

"We went again that summer, and twice the next year. So, Jack, though I was no bigger than you are, I had my share in the war."

—Fannie L. Brent, "Youth's Companion."

Another song is sung: "The Red, White, and Blue," in which there is a great display of clean, white handkerchiefs, brought for the occasion. It is a pretty sight, indeed; nearly seven hundred children, enthusiastically waving their white banners, as they still more enthusiastically sing:

"Three cheers for the red, white, and blue!
Three cheers for the red, white, and blue!
The army and navy forever,
Three cheers for the red, white, and blue!"

Then each class, the children carrying their plants, forms a double line on opposite sides of long strips of red, white, and blue (used in decorating the platform for an entertainment), and marches out of the assembly-room and down the stairs.

As they march, they sing:

"Nobly our flag flutters o'er us to-day.
Emblem of peace, pledge of liberty's sway;
Its foes shall tremble and shrink in dismay,
If e'er insulted it be."

"Silver Threads of Song." (H. Millard.) Published by S. T. Gordon & Son, N. Y.

Though these are peaceful times, not calculated to imbue the child with a fighting spirit, it is evident there is material here which will one day be capable of causing the "foes" of the country "to tremble," if that necessity ever arise.

The plants are neatly arranged in the lower hall, from which place they are taken by the deputation from Post 5, G. A. R., authorized to receive them.

Sometimes the men come in during the exercises, and they seem to enjoy the patriotic enthusiasm as much as the children themselves.

And is this the sum total of the Memorial day impressions?

I think not. The teachers are enthusiastic enough in their work to inspire even the six-year-old with a desire to find something in the life of the soldier which he may emulate.

Having created a desire to do something in the child, we must help him to select what it is within his power to perform. He cannot fight for his country, but he can strive to be truthful; he can defend smaller, weaker children; yes, and animals, too; he can subdue his naughty temper; he can persevere in all the tasks assigned him. In other words, train the child to be true to himself, and he must perforce be true to his country.

"O, land of lands, to thee we give
Our prayers, our hopes, our service free;
For thee thy sons shall nobly live,
And at thy need shall die for thee."
—J. G. Whittier, "Our Country."

The School Journal.

NEW YORK & CHICAGO.

WEEK ENDING MAY, 1897.

There is no doubt that often the excellence of the teaching in the schools of a town may be dependent in some measure upon the character of the school board. However, under the most favorable circumstances, it is preposterous—if not sycophantic—to give to this body credit for all the good to be found in the system. In the schools of a city having the most cultured and public-spirited board of education the moral tone may be very low, and the teaching poor; on the other hand, under a board controlled by political heelers, the teachers may be doing excellent educative work.

"As is the teacher, so is the school," is a saying trite but sound, and no amount of sophistry can deprive it of its force. It is important to give prominence to the thought contained in this truism from time to time. If the blame for poor results is to be laid entirely at the door of the teachers, then they also ought to receive the whole credit if the schools are found to be doing particularly good work.

As the traveling supplement sent out with this number takes up $6\frac{1}{2}$ pages, 8 extra pages have been added to the regular number. On the page and a half thus gained are given practical suggestions regarding school exercises for Decoration day, which the working teacher will know best how to value.

The school histories published in this country are not patriotic enough to suit the Grand Army of the Republic. Resolutions have been adopted condemning them all without exception. The committee appointed in New York to report on the histories in use in the state, so far as they relate to the civil war, even goes as far as to recommend that the state assume control over the preparation of these books. "We are compelled to report," they say, "that, in our opinion, the history of the civil war should be re-written for use in the schools in this state. We further suggest that the sufficiency and adaptability of a school history should be under the control of proper state authority." We don't know what the committee mean by "sufficiency and adaptability," but this much is clear, that the whole recommendation is nonsensical. Who ever heard of having the political powers decide what is to go into a history, and how this is to be told?

The regular monthly method number of *The School Journal* will be issued either May 22 or May 29.

Are educational speakers really as scarce as the N. E. A. programs would make one believe? Those who are not acquainted with the ways in which the programs are planned, the personal considerations that come into play, etc., will never be able to explain in any other way the fact that year after year the same people hold forth. A resolution ought to be adopted at Milwaukee, recommending the appointment of a committee representing the various divisions of this country to map out a program and propose speakers.

Readers who know of any city whose school board recognizes the state diploma as a certificate of professional fitness, are requested to send its name to the editor of this journal.

It is a strange fact, that one finds some of the most "provincial" teachers among those employed in the schools of large cities. The principal reason for this is plain. Only a few of them care to learn of teachers in other towns, to look around for ideas on methods or new devices, and to draw valuable lessons from the experiences of others. The greater number think that the best is to be found at home. On the other hand, teachers in smaller towns do not feel that they know it at all; they are among the best readers of educational papers, and they look carefully, especially among the news notes, for inspiration, and new suggestions, thus keeping in touch with the larger world around them.

Is there something wrong with our public schools? A Boston business man recently advertized for an "educated typewriter, not a stenographer," and received a hundred replies. Only two letters out of the number were without mistakes in grammar, spelling, and punctuation. A noteworthy fact is, that nearly all the young women who wrote the letters claimed to be public school graduates.

Lombroso thinks that all children are criminals by nature; that is, they will lie, and steal, and do many wrong things, but that they either slowly or quickly outgrow these tendencies as they grow older. Those who do not outgrow them become the adult criminals, and it is mainly due to environment that they, too, do not become orderly men when grown up.

In a lecture to teachers in Turin lately he expressed his conviction that the systematic study of the characteristics of school children, physical and mental, would bring about a genuine revolution in the prevention of crime. He pointed out that the inclinations of the child are almost the same as of the adult rascal, but usually disappears as age advances. In some instances, however, these characteristics are conspicuous, and continue to be more prominent, in which case there are associated physical peculiarities; and it is in the detection and pointing out of these possible criminals of the future that Lombroso thinks the teacher can do so much truly useful work. In other words, the teacher must be an anthropologist.

The child's mind is not an adult mind; but he has a modified psychology of his own. He does not quite think, feel, act as the man. His mind works somewhat differently. How does it work? Well, there is the question for teachers, that to which teachers should address themselves. Let them understand general psychology, and then study what has been written in child-psychology, and then, like the doctor, set up in practice and adapt the class-subjects of their teaching to the children they have to teach. In other words, let them change the present end of teaching—that of teaching subjects—to the more human end of teaching children by means of subjects. Let the teacher study children, at least as carefully as the literary man and the artist.—"Educational Review," London.

The "Greater New York Supplement" of this month will be sent out next week.

The delay of the sixty-page number of THE SCHOOL JOURNAL of last week has had some effect on the work of getting out the present one. Next week it will be on time again, it is hoped.

Current Topics.

In spite of the petition of business men, college presidents and professors, and prominent men in every walk of life, the United States senate has rejected the general arbitration treaty with Great Britain by a vote of 43 to 26, a few votes less than the necessary two-thirds to adopt it. The government is thus placed in the awkward position of having urged such a treaty on Great Britain, of obtaining more concessions than it asked for, and then rejecting the offer. No better example could be chosen to show that the senate does not represent the people of the United States.

The war between Greece and Turkey has reached a most critical stage. The Greeks recently repulsed the Turks at Velesino, since which time both sides have been hurrying up reinforcements for what will probably be the decisive engagement. On the extreme left the Greeks have occupied Karditsa, from where they are watching the Turkish movements from Trikkala, but it is probable that the might of the Turkish attack will be on the Greek right and center. The powers are anxious to mediate, but the Greeks seem just as anxious to risk another battle before submitting to this humiliation. The king and royal family wish for success for their arms, too, because a reverse may mean revolution.

The Grand Bazar de Charite in Paris was burned on the afternoon of May 4 and about 200 people lost their lives, while hundreds of others were injured. Most of the victims were women of the first families of France and other countries. Among the dead is the Duchesse d'Alencon, a sister to the empress of Austria.

The five Australasian colonies of New South Wales, Tasmania, South Australia, and Western Australia have just finished the holding of a convention for the devising of a federal constitution. If accepted it is intended to apply not only to them, but to North Australia, Queensland, and New Zealand, that were unrepresented in the convention. But will it be accepted? It certainly has a long road to travel, for it must run the gauntlet of the several colonial parliaments, must be submitted to a vote of the colonial electors, and then must be approved by the legislative and executive branches of the imperial government. If this constitution is not accepted one will be before long, for confederation of the Australian colonies is inevitable.

Rear Admiral Richard W. Meade (retired), U. S. N., died in Washington, May 4, in his sixtieth year. He was prominent in the civil war, serving in the North and South Atlantic blockading squadrons and later under Farragut in the Gulf of Mexico. He was naval commissioner to the Chicago exposition.

The Dingley bill has emerged from the senate finance committee so changed that its friends will hardly know it. A tax has been placed on hides and the duty on fine wools has been decreased, while that on coarse wools has been increased; the retroactive clause has been expunged and the reciprocity provisions replaced by a provision that extra duties shall be levied equivalent to any export bounties that have been paid on goods in the country of their origin. The excise on beer has been increased and a duty of ten cents a pound put on tea.

Gov. Black has signed the Greater New York charter. The consolidation will take place Jan. 1, 1898.

The largest steamship in the world, the "Kaiser Wilhelm der Grosse," was launched May 4, at Bremen. She is 648 feet long, 66 feet beam, and 43 feet deep. Her tonnage is 14,000, her crew will number 450 men, and she will be capable of carrying 1,520 passengers.

Representative railroads of the South have formed a new passenger traffic association, which they claim comes fully within the requirements of the recent decision of the U. S. Supreme court in the trans-Missouri case. Its object is said to be the exchange of information of mutual benefit, and not for the control of rates within the meaning of the recent decision.

Col. Vassos, commander of the Greek forces in Crete, recently asked the admirals of the fleets of the powers if they were really allies of Turkey. The fact that they have kept up the blockade of the island while war is going on between Turkey and Greece really makes them allies of the former. It is doubtful if the powers have a right under international law to blockade Cretan ports unless they declare war and notify the world of the fact.

Prof. Laurence Bruner, of the University of Nebraska has sailed for Buenos Ayres for the purpose of studying a species of locust which has been devastating the wheat fields of Argentine and Uruguay. He was chosen for this purpose on account of his success in fighting the grasshoppers in Kansas, Nebraska, and the Dakotas from 1873 to 1878. Different methods of destroying the pest have been employed in different localities, but as a rule the natural enemy of the hopper was encouraged, and only in very dry climates was it necessary to adopt artificial means.

A treaty has recently been concluded between Mexico and England fixing the boundry of the British possession of Belize. In spite of the Monroe doctrine, England thereby obtains a small addition to her American territory.

At the opening of the legislative body of the Transvaal on May 3, President Krueger asked, as a token of sympathy with Queen Victoria and appreciation of her long and glorious reign, that June 22 be declared Diamond Jubilee day. Evidently he is doing his part to help efface the bitter memories of the raid into Transvaal territory.

Mr. Nicola Tesla lately exhibited what he called electrical oscillators, a kind of transformers based upon a discovery made by him some time ago which enabled him to produce from ordinary currents, electrical vibrations of many millions per second. These vibrations were desirable for the attainment of many results, the most important being that of electric lighting. By the use of these vibrations a vacuum tube may be made to emit a powerful light and furnish a lamp that is practically indestructible. Mr. Tesla announces that the manufacture of chemical products now attained by costly processes may be done economically and cheaply by these vibrations.

The use of these currents in the transmission of power is also probable, and it furnishes an ideal instrument for the production of Roentgen rays.

Mr. Tesla has made two important discoveries with regard to the Roentgen rays. The first is a powerful source in an electric arc under certain conditions, the rays obtained being very powerful and producing clearer images than those produced by present methods. The second discovery is that the Lennard and Roentgen rays are identical, although this fact does not in the least decrease the value of Roentgen's achievements along this line.

Educational Museum Exhibits.

Boston, Mass.—The educational museum opened to the public May 1, although small, is very interesting. There are bound volumes of the work of Massachusetts pupils made for the world's fair, showing the children's progress in every department of education. One book is filled with samples of the first crude efforts at sewing, and from that onward until the pupil could make diagrams and describe the parts of garments to fit a doll neatly sewed and trimmed with lace. There are drawings of fruit and similar objects, made as a whole, in halves and in quarters. In music, the advance in notation is shown side by side with the progress in writing and arithmetic, and so on to the higher branches of learning, including abstruse trigonometrical drawings and calculations.

There is a fine collection of volumes showing the work done in the German schools, which was presented to the state by the German government at the close of the exposition at Chicago. The collection is quite complete, papers in language showing translations from German into the classical and modern languages. With these there is a library of the textbooks used in the German schools.

There are also pedagogical works in English and French; the principal educational periodicals of this country, and a large amount of material relating to truancy, gathered by George A. Walton from different parts of the world.

The Educational World.

Women on School Boards.

Swarthmore, Penn.—Miss Price, of Swarthmore college, thinks it strange that women have been so entirely ignored in the management of the public schools. Every one admits woman's interest in education and that the training of the young is her work, yet, out of the 13,784 Pennsylvania school directors of the last 24 years, only 41 women have been appointed. Few men have thorough appreciation of children's needs and many men have little leisure to attend to school affairs, so that a board composed entirely of men is apt to be incapable of bringing about the best conditions for the schools.

A Dinner for Fourteen Cents.

Some of the delegates to the Convention of Superintendents held in Indianapolis, in February, were invited to a dinner cooked by a colored boy attending one of the schools. The meal was served to eight persons, and cost but \$1.17. The school which teaches children how to provide a nourishing dinner at the cost of 14 cents for each person is certainly a blessing, especially to the poor.

Promotion of Co-Operation of Parents and Teachers.

Brookline, Mass.—Dr. Walter Channing, in retiring from the presidency of the Brookline Educational Society, spoke of the purpose of the society. He said it aimed to bring teachers and parents more closely together, that each may gain clearer insight into the methods to be pursued by both in the education of the child. Many well educated parents, he held, have but little idea of the methods of education in accordance with which their children are trained in the schools, owing to lack of interest or a thoughtlessness of parental responsibility.

Standard to be Raised.

Denver, Col.—The board of trustees of the State Normal school at Greeley was recently re-organized. The suggestion was made that the standard of the institution be raised by doing away with the first two years, so making the school purely technical and professional. The work of these years is much of it done in the high schools, so that considerable time is spent, at present, in duplicating the studies.

School Boys to Have the Preference.

San Francisco, Cal.—The superintendent has asked employers of labor in the city to sign an agreement that they will apply to the principals of public schools when they wish to hire boys, that youths trained in the schools may have the preference of employment.

Slang Among School Children.

Denver, Col.—How to decrease the prevalence of slang among the school children was the subject lately discussed by the teachers at the meeting of the Arapahoe Association. Miss Kate Putnam emphasized the necessity of watching the ordinary conversation of the children, aside from the general care that the language as written and read in the class-room should be elegant.

National Educational Conference.

The National Educational Conference was in session two days, March 15th-16th, at Bloomington, to ascertain, and if possible check the increase of crime which this organization believes is growing among the youth of our land, even in the face of the most liberal and comprehensive provisions for public education. Eminent judges are on record against the popular belief that our criminal youth are ignorant, at least a very large majority of those confined in the penitentiaries have not only the rudiments of a common school education, but have enjoyed the advantages of a high school or college training. It is said that there are more young men of American parentage learning trades in the penitentiaries than there are outside of them. The principal cause of this is that we are educating our young men for gentlemen—not instilling into their minds that to be a true gentleman one must either have a liberal education with ability to use that knowledge to better his fellow man, or else a trade, mercantile or commercial schooling sufficient to enable him, by reason of his superior advantages, to avoid coming into contact with the degraded humanity having neither trade nor education, but are simply a leach upon society—a vampire, an octopus.

Pennsylvania School Laws.

Philadelphia, Pa.—The eleventh lecture given to the School of Pedagogy, by Prof. Frederick Foster Christine, treated of the required residences of pupils attending the schools, the control of school property, the religious garb bill, and the compulsory school law.

In regard to the residence of the pupils, Prof. Christine said that none but resident children can attend the public schools, although the residence of the parent may not be that of the child. If the pupil is a member of the family of a relative, or works for his board, or is in any way separated from his parents with their consent and for his own benefit, he can be admitted in the district where he resides.

While school-houses are intended for school purposes only, by an act of June 26, 1895, the directors or controllers can permit the use of the school grounds for park and recreation purposes.

The religious garb bill decrees that no teacher shall wear in the school-room any dress or emblem indicating that such teacher is an adherent of any religious sect or denomination.

Every child between the ages of 8 and 13 years must be sent to a school where the common English branches are taught, for at least 16 weeks a year, unless satisfactory evidence be given that the child is prevented from attendance by mental, physical or other urgent reasons. This act does not apply to any child that is being otherwise instructed in these branches.

Education in the Hoosier State.

Crawfordsville, Ind.—Dr. Burroughs, president of Wabash college, gave an address before the semi-annual meeting of the Presbytery on the "Advancement of Education in Indiana."

"All thinking educators of the state," said Dr. Burroughs, agree that the time has come for improvement in educational matters along certain definite lines. 1. The minimum school term must be lengthened. 2. There should be a high school system for the country schools. 3. Educational qualifications of a high character are needed for the superintendents. 4. We need higher scholarship on the part of teachers."

Two things more are necessary, that equal treatment be accorded, on the part of the state, to all her higher educational institutions, and that there be a broad policy of unselfish devotion to co-operative educational work. Why is it not possible so to consolidate the higher educational interests of the state as to form a University of Indiana of which the state and the non-state institutions shall be parts, all directed and supervised by a single board of regents? The people of Indiana will work with the facts in hand for the advancement of the intellectual life of the commonwealth.

An Aid in Teaching Geography.

Boston, Mass.—A little pamphlet has been prepared for use in the Brookline schools, containing a description of the geography of Brookline, the geology of the country around, with the local history. There are also studies in municipal government, referring especially to Brookline.

Arbor Day in Crowded City Districts.

Chicago, Ill.—How to provide for the children of the densely populated districts of the city a means for impressing the lessons of Arbor day, has been a great problem. As a result, Chicago has turned the celebration of Arbor day into artistic channels, by means of pencils, pens and water colors. Long before Arbor day has come, windows are crowded with vases, tumblers and bottles full of pussy willow and almost every variety of the native foliage. Blackboards are decorated with leaves and branches, and composition drawings are made from memory of the different kinds of trees. Many schools will have regular Arbor day programs, but this is left to the discretion of the teachers, but in every case the spirit of the day is there, despite the forbidding environment.

Death of an Aged Teacher.

Boston, Mass.—John Ruggles, for many years an educator in this vicinity, died at his home in Brookline, April 29, at the age of 80 years. He was principal of Marblehead academy for 17 years, afterward of the Brighton high school. He was for years connected with the Institute of Technology.

Association of Salt Lake County.

Salt Lake City, Utah.—At the last meeting of the County Teachers' Association, Mr. Evans, president of the society of Utah artists, spoke on "Drawing," saying that in his opinion freehand drawing should be taught in the schools, as by its use freedom and accuracy are obtained. Students should draw what they see before them. Conceptive drawing depends upon perceptive drawing.

Dr. Park spoke on the need of concerted action among teachers, that the most may be accomplished along educational lines. Dr. Augsburg gave a chalk talk.

Improvements in Dayton.

Dayton, Ohio.—The members of the South Park Improvement Association have been busily at work, ever since the organization was formed, endeavoring to arouse more active interest in the public schools. One of the most successful attainments was the formation of a free kindergarten. Consideration has also been given to the matter of ornamental plants about the school buildings, with the hope of making the schools of Dayton more beautifully decorated and better equipped in every way. A number of books on educational subjects have been purchased for the use of the South Park

teachers, including books of instruction on the most improved methods of teaching sewing, the science of good housekeeping and cooking. It is planned that next year there shall be more free kindergartens, sewing shall be taught in several grades instead of one, and that there shall be instruction in stenography, manual training, and cooking.

Shall Married Women Teach?

Malden, Mass.—The question was recently considered by the board in secret session, as to whether the marriage of a female teacher should or should not be equivalent to a resignation. Some members of the board thought that a married woman should be provided for by her husband, giving her place as teacher to some one who must be self-supporting. Others thought that the question of competency only should be considered.

Prizes for Teachers of Utica.

Utica, N. Y.—Last December prizes were offered to the teachers in the public schools, for essays on the following topics: A first prize of \$25 and a second prize of \$15, open to all teachers in the kindergartens and primary grades, the subjects being: "The Relation of the Kindergarten and the Primary School," and "Nature Study in Schools."

A first prize of \$25 and a second prize of \$15 open to all teachers in the intermediate and advanced grades on "Interest as a Factor of Education," and "Geography in Grammar Schools."

A single prize of \$35 open to all the teachers, principals and special supervisors of the city, on "Methods of Teaching," and "Herbartian Pedagogics."

The prize winners in the kindergarten and primary grades were Miss Cornelia E. Palmer and Miss Margaret Louise Murphy. In the advanced grades, Miss Della M. Hay, and Miss Mary G. Lathrop. The prizes of the third class were taken by Mr. Arthur L. Goodrich and Miss Alice Desla Howes, both of the Academy.

Negroes vs. Mulattoes.

Washington, D. C.—For some time there has been a fight between the blacks and the mulattoes of the city, the blacks claiming that those of their race of a lighter color have monopolized the places in the public schools. On the evening of April 29, a meeting was held in Miles Tabernacle at which it was decided that a committee of eleven be appointed to interview Pres. McKinley in the interests of the blacks. At this meeting the chairman said, "For the past twenty-five years government and school positions in the district have been filled by mulattoes to the exclusion of the blacks. The latter outnumber the former seven to one, and as their voting power is so greatly in excess of the mulatto vote, they consider the discrimination most unjust, and are now making an effort to obtain recognition in the district government."

Association Notes.

Dr. Irwin Shepard, general secretary of the N. E. A., says that great interest is being everywhere shown in the coming Milwaukee meeting. The railroad people are pleased, for they feel sure that the attendance is going to be large.

The officers of the various departments are completing their program and outlines of many of these have been submitted. A place will be given on the official program and a hall assigned for consideration of the work in the education of the deaf, although there is at present no special department devoted to this branch.

Dr. Emily L. Gregory, professor of botany in Barnard college, New York, died of pneumonia, April 21.

Reports from Greece to Prof. Seymour, professor of Greek at Yale, state that owing to the present excitement in Greece, classical research is exceedingly difficult, and excavations have been stopped by the managers of the American school at Athens.

Salt Lake City, Omaha and Los Angeles will be the principal competitors for the convention of the N. E. A. in 1898. Salt Lake City will make a special effort, and to this end will establish headquarters in Milwaukee and will keep her invitation before the people.

The North Carolina Teachers' Assembly to be held at Moorehead City, will be conducted on a different system from that of any session yet held. The most important innovation is the introduction of department work. Half of each day will be devoted to the study of subjects taught in our public schools. Special departments are being organized for school officers, college presidents and professors, city school superintendents, and teachers of all grades from the academy to the primary.

Boston, Mass.—Mr. J. Herman Tryborn, assistant instructor in manual training in the Horace Mann school is to go abroad to perfect himself in his work, on half pay.

New York, N. Y.—Union Theological seminary has lately received a large gift of money which is to be expended in giving to Adams chapel a new interior. Extensive improvements will also be made on the seminary buildings.

New York, N. Y.—The council of Columbia university has awarded the 24 fellowships for 1897-8.

Dubuque, Iowa.—The residents of a school district near Salix had a dispute over the election of a director. The principal disputants repaired to the school-house, where the misunderstanding was settled in pugilistic style. The winners were declared to have elected their man, and at the next board meeting he took his seat with the other directors.

Rochester, N. Y.—A meeting of prominent Catholics was recently held at Cathedral hall to form an organization for the purpose of looking after the affairs of the proposed Rochester Cottage to be built at Plattsburg in connection with the Catholic Summer School.

Toledo, Ohio.—Supt. W. H. Compton has been asked to write the story of Ohio in the series of state histories being issued by a prominent publishing house. Mr. Compton is a graduate of Oberlin college, he took a post graduate course at Harvard and he has been for a number of years in Toledo, as principal of the high school and later superintendent of schools.

Binghamton, N. Y.—The board of education engaged Prof. M. V. O'Shea to give to the teachers a course of five lectures on "Child Study." The first lecture was given March 23.

Two new school buildings have been finished and occupied since the first of February. One of them, the St. John avenue building, is one of the finest in this part of the state.

Dover, Del.—There is a movement on foot in the legislature to have the county superintendents elected by the commissioners of the different districts and to make them subject to a board consisting of one delegate from each district.

A bill at present before the legislature, dispenses the school appropriations at the rate of \$1 for each day's service performed by each teacher.

Williamstown, Mass.—Prof. Cyrus Morris Dodd, for twenty-seven years professor of mathematics at Williams college died April 25. Prof. Dodd was graduated from Williams, in 1855, and he was a fine Latin scholar as well as mathematician.

San José, Cal.—Miss Julia E. Cummin, for several years a teacher in the public schools of this state committed suicide April 18, by taking strychnine. She had been in ill health and consequently despondent for several months.

Harrisburg, Pa.—The board has equipped all the school buildings with fire alarm apparatus at a cost of \$530 a year to the city.

Harrisburg, Pa.—After a desperate fight with the taxpayers and patrons of the schools, the board abolished the competitive method of selecting teachers.

Rochester, N. Y.—A summer school of manual training will be held this summer in Mechanics' Institute, for the attend such classes except through the summer vacation. commodation of teachers and pupils who find it difficult to The course will consist of twenty-four lessons, beginning July 7, and ending August 31.

Damascus, Ohio.—Prof. I. P. Hole, a well-known Ohio educator, died very suddenly April 28. Heart disease is given as the cause of his death.

Orange, N. J.—A new school-house is to be erected in the fifth ward. The lot decided upon is on Cleveland street near Washington, and its cost is \$6,000. The common council will be asked for an appropriation sufficient for the purchase of the lot and the erection of a suitable building.

Flushing, N. Y.—The pupils of the graduating class of the high school have already begun to make preparations for their graduating exercises to be held June 25. The class of '07 will probably be the largest ever graduated from the Flushing high school.

Of Interest to Publishers.

Notice is hereby given that the Nevada County Board of Education will receive bids for furnishing the following text-books, viz., Drawing, Bookkeeping and Supplementary Readers, for use in the public schools of Nevada county.

Sealed proposals will be received up to Saturday, June 26, 1897, at 10 o'clock, A.M., at the office of the county superintendent of schools, in Nevada City, Cal.

The board reserves the right to reject any or all bids. By order of the Nevada County Board of Education.

F. M. RUTHERFORD, Pres.
W. J. RODGERS, Sec.
Nevada City, April 26, 1897.

Greater New York Notes.

High School Principals and Supervisor of Music Named.

At the meeting of the New York city board of education, May 5, the names of John T. Buchanan, of Kansas City, John G. Wight, of Philadelphia, and Evander A. Childs, principal of grammar school No. 90 of this city, were suggested for the principalships, respectively, of the boys', girls', and mixed high schools to be opened this coming fall. The committee on high schools which presented these names also handed in a report, advising that experience in a high school of a large city be made a necessary qualification for applicants for these positions. Should this be decided upon, the name of Mr. Childs will have to be withdrawn. The salaries of the new principals will be \$5,000. At a special meeting called for next Wednesday the names of three nominees will be voted upon by the board.

Frank Damrosch was elected supervisor of music to the public schools, at a salary of \$4,000. The board of superintendents favored another name, but its report was disregarded by the committee on instruction, and Mr. Damrosch was selected.

The committee on by-laws was ordered to consider the advisability of asking the corporation counsel for the assignment of one of his assistants as special counsel for the board. If this could not be done the committee was requested to look up the question of the right of the board to engage an attorney at a fixed salary. The counsel fees of the board at present amount to from \$10,000 to \$15,000 a year.

Society of Pedagogy Classes.

The classes of the Society of Pedagogy will meet next week at grammar school No. 6, Madison avenue and 85th street, at 4 p. m. The subjects and leaders are as follows:

May 10 arithmetic for grammar grades; leader, Mr. Edward A. Page. May 11, botany; leader, Mr. Lyman P. Hoyradt; May 12, American literature; leader, Mr. John W. Davis. May 13, methods; leader, Mr. Joseph Wade.

The subjects of the present week, and the leaders are the same, with one exception. On Tuesday Miss T. E. Eldredge was the leader, the subject being "The Observation Lesson."

Edward A. Page, President.

Annual Meeting N. Y. C. Teachers' Association.

The annual meeting of the New York City Teachers' Association will be held Monday afternoon, May 10, in the City college. Officers for the coming year will be elected, and each member is asked to vote on a proposed series of entertainments, to be given by the association during the season of 1897-98. The entertainments proposed are: (a) A course of concerts and entertainments similar to those given the past year; (b) a course of lectures by prominent educators, about five in all; (c) a course in literature, about twelve, six on English, and six on American; (d) a course in logic; about fifteen lessons; (e) a course in music, about ten, covering all grades; and (f) a course in observation lessons, covering all grades. Polls open at 3.30 p. m., and close at 5.30, and each teacher is requested to express by ballot his or her first and second choice of the subjects outlined.

It has been the custom of the association to give a similar course of lectures and entertainments annually, costing the association in the neighborhood of \$1,000. It was suggested by some prominent members that this expensive course be dispensed with, and that what entertainments and lectures are given be supplied wholly by unpaid talent from within the association or donated to it. The money thus saved it is proposed to add to the building fund, which has already accumulated to the extent of several thousand dollars, for the purpose of putting up a building in this city for the exclusive use of teachers. It is thought that in two years enough could thus be saved to meet the cost of such a building; and these members, therefore, ask the teachers to vote against all the subjects in the proposed course, and in favor of entertainments supplied by home talent.

For Vacation Schools.

Brooklyn, N. Y.—At a meeting of the board of education a resolution was presented recommending the setting aside of a number of rooms in school 14 for a vacation school. The idea has been discussed for several years, without any definite result. The present agitation is due to the efforts of the Brooklyn Association for promoting vacation schools.

School No. 14 has been selected, because it is in a section of the city where most of the children do not leave the city. All that the association asks of the board of education is the use of the school-house, with their endorsement. The cost of the experiment, which will be about \$1,000 will be met by the members of the association. No text-books will be used, but

the children will be graded from the kindergarten to the higher grades.

Plan of Salaries and Promotions.

PROPOSED BY THE MALE ASSISTANTS.

The Male Assistant Teachers' Association, of New York city, has agreed upon, and instructs its legislative committee to present to the board of education a schedule of salaries and plan for promotions, which the teachers regard as far superior to anything of the kind yet proposed or presented. The plan has the double merit of providing for a steady and regular increase in salaries up to a certain limit, based on length of service, and on merit, and of increased requirements for teachers, which will result in materially raising the standard of the teaching profession in New York city. The plan is very largely the work of R. Russell Requa, first assistant in G. S. No. 96; but it has been the subject of discussion for several weeks by the Male Assistants' Association, and, as finally adopted, has received the unanimous approval of the board of direction of the association, and of the members of the association present at the meetings, April 28, and May 1, when the plan was adopted, finally, and in detail.

The plan proposes, first, that every male applicant for position as a teacher, who shall have obtained a temporary license, shall be placed on a substitute list. From this list he shall be appointed to a regular position in the order of his position on the substitute list. A teacher so appointed shall be ranked as "temporary" teacher, and receive a salary of \$1,000 a year.

A temporary teacher's work is subject to examination each term by the superintendents, until it is considered "efficient" by both superintendent and principal, when the teacher shall be given a permanent license, and a rank as fifth assistant. Failure to secure a permanent license after two years as temporary teacher, and after four examinations, forfeits the license of the temporary teacher.

After receiving a permanent license the teacher's salary is to be increased \$100 a year for ten successive years, making \$1,000 total increase for length of service. In estimating length of service for securing this increase one and one-half years' teaching outside the New York city system shall count as one year's service within the system.

Male teachers are to be ranked as first, second, third, fourth, and fifth assistants, and promotion from one grade of assistant to another shall be entirely for merit, and must be the result of yearly examination for that purpose by the city superintendent, or his assistants. Each promotion is to be accompanied by an annual increase in salary of \$100, making a possible total increase of \$500 for promotions for "meritorious" service. Such promotions are to be made from an eligible list of applicants from the next lower grade of assistants, such lists to be made up as the result of examinations by the superintendents. The obtaining of a permanent license by a temporary teacher is considered his first promotion, and entitles him to his first increase of \$100, for "meritorious" service.

The class work of a male assistant who has been placed on an eligible list for promotion shall thereafter be exempt from examination by the superintendents, except upon written request of the principal, until such promotion has been made.

A first assistant marked "meritorious" shall be made "head of department," and given supervising power under the direction of his principal. His work as head of department shall be examined to test his scholarship, and, having passed such examinations successfully, he shall be placed on an eligible list for a principalship; and while on such list he shall be exempt from examination, and given five days each term, with full pay, to visit other schools. All principals must be taken from the eligible list, and in the order of their places on the list. When on re-examination the superintendent and principal cannot agree as to the value of an assistant's work, the case is to be referred to the committee of instruction of the board of education.

In schools having five male assistants all of the five or more positions shall exist; and in schools having less than five assistants, the upper positions shall exist.

All first assistants and present vice-principals shall be classed as first assistants. Those receiving \$2,016, and who have completed six years of "efficient" service shall have their salaries raised to \$2,100, and an additional \$100 for each year thereafter, until an annual salary of \$2,500 has been reached. First assistants, now receiving \$1,728, having completed three years of "efficient" service, shall have their salaries raised to \$1,800, with \$100 a year annual increase, until \$2,500 has been reached. In the same way all second assistants receiving \$1,728 and \$1,656 shall, after four years of efficient service (the latter after three years), receive \$100 a year increase until a maximum of \$2,400 annual salary has been reached. Second assistants, receiving \$1,476, may, after one year of efficient service, be given \$1,500. In the same way third assistants, receiving \$1,476, and second and third assistants, receiving \$1,332, may receive a maximum of \$2,300, after ten years of efficient service. Third and fourth assistants, receiving \$1,260, shall be classed as fourth assistants, and their maximum sal-

ary, after ten years of efficient service, shall be \$2,200. All below fourth assistants, receiving \$1,080, may, after one year of efficient service, be given \$1,200 annually, and the \$100 annual increase thereafter, until a maximum of \$2,100 is reached.

All male assistants who have not received a permanent license when the proposed schedule goes into effect are subject to all the requirements of "temporary teacher," as defined by the schedule, except that no teacher's present salary or position shall be detrimentally affected by the plan. Such teachers, having obtained permanent licenses, shall be classed under the new schedule as their present positions, salaries, and length of service, either in or out of the system, entitle them.

At the meeting of the Male Assistants' Association, Saturday, May 1, the legislative committee was instructed to present the plan and schedule to the board of education, and the committee was empowered to add to its number for such purpose such teachers not members of the committee as it saw fit.

The next regular meeting of the association will be on the first Saturday in June.

New York State Teachers' Convention.

New York City.—The local executive committee in charge of arrangements for the State Teachers' Convention to be held in this city June 30 and July 1, 2 and 3 reports continually increasing interest in the convention on the part of teachers and the public. The committee expect that by the date of the convention the state association will contain at least 6,000 active members. The program of the convention has not been arranged in detail, but the plan is to have the morning of each day given up to business lessons and round-table and other educational discussions.



DR. JAMES LEE,
Superintendent of Exhibits, New York State Teachers' Association.

The first evening session will be addressed by some prominent speaker—probably Chauncey M. Depew—by Mayor Strong, of New York city, and by President White, of the State Teachers' Association. On the second evening State Supt. Charles R. Skinner will read the annual address. Papers will be presented during the convention by Dr. Walter B. Gunnison, principal of Erasmus high school, Brooklyn, on "Relations Between Home and School Life" and by Dr. M. Augusta Requa, Supervisor of Physical Culture, New York, on "Physical Training." Dr. James P. Haney, Supervisor of Manual Training, New York, will conduct a round-table discussion on "Industrial Education." It is expected that this last will be quite a feature of the convention, as the system of manual training in New York city schools is understood to differ considerably from the systems in operation in other parts of the state.

An entertainment committee headed by Supt. Schauffler, will enliven the sessions by music and other entertainment performed entirely by talent from the New York city public schools. Saturday morning's session, devoted to business and the election of officers, will close the convention.

Congress of Parents.

Brooklyn, N. Y.—A fathers' and mothers' congress was held in Brooklyn, May 1, under the auspices of representatives from the various women's clubs of the city.

In a brief speech of welcome the Rev. Dr. Lyman Abbott said that the home was the foundation of all life and that while fathers should have something to say, the training of the children rested largely with the mother. Nothing should be allowed to interfere with the home life and schemes, such as clubs or associations that tended to take either father or mother away from the home to the neglect of their duties; these were wrong and their influence harmful.

Dr. Charles H. Livermore, of Adelphi college, who occupied the chair, said that fathers' and mothers' congresses were going on all the time, and that the assembly just convened was but a segment. He referred to the independence of Young America as being very different in its character from that of Young Russia or England or Germany, as the American boy or girl was of a more inquiring nature and would find out

things. And in keeping with the spirit of the times it was not unlikely that there might be at the close of the present century or the beginning of the next a congress of sons and daughters to discuss parents.

The Rev. John Coleman Adams gave an address on "What Shall Fathers and Mothers Read." He thought they should keep in touch with the thought of the day, and know what the men and women of the century are doing. And they should acquire such information so that they can impart it with an air of knowledge that will make an impression on the child's mind and make him feel that his parents really knew what they are talking about. A question was asked as to the value of the study of psychology for parents and Dr. Adams said it was of the highest value. Parents ought also to read books treating of their duties as fathers and mothers.

Professor Louton, of Adelphi college, talked on "How Children Should be Introduced to Literature." He favored the use of the fairy tale, folk lore and stories dealing with the imagination as an offset to the keen matter of fact ideas with which even the smallest American child in this country was generally possessed. What if they were not altogether true, it was not desirable to tell the little one nothing but the prosaic, disappointing truths which form the part of the ordinary life. He would sift the truth out for himself and the imagery added to the interest.

Under the general head of "Amusements for Children," the following subjects were discussed: "Theater Going for Children," by Miss Beatrice Straight; "Athletic Games and Outdoor Sports," by Prof. George M. Wicher; and "Work as a Pastime," by Dr. Jenny B. Merrill.

The general subject for the evening session was "Government of Children." Miss Laura B. Fisher read a paper on "How Shall We Understand a Child;" Dr. Walter B. Gunnison treated "Co-operation of Parents and Teachers;" and the Rev. S. D. O. McConnell spoke on "Necessity of Authority in the Home."

Physical Education Society.

A meeting of the Physical Education Society, of New York and vicinity, was held in the hall of the Ethical Culture schools, 109 W. 54th street, on Monday, April 26, 1897. The subject of the evening, "Outdoor Gymnastics and Playgrounds," was introduced by Mr. Jacob A. Riis, who pointed out the moral, as well as the physical, value of playgrounds.

"A healthy boy has an irresistible impulse to play; if his energy is corked up, he explodes in mischief and violence, and the boy becomes an unnatural boy, 'a tough.' Such a boy feels that he has been robbed of something, and especially loves to annoy policemen, who are the embodiment of the power that restricts him."

The speaker gave several instances where a neighborhood infested with gangs of vicious boys, became transformed into a safe and peaceable district after the opening of a playground or small park. The streets are at present the only playgrounds for the large majority of the New York children, and one could not wonder that the graduates of such training were often lawless or vicious. Crime was largely a question of athletics.

In conclusion, Mr. Riis made the following specific suggestions:

- That sand-hills and playgrounds be provided in the large and small parks;
- That playgrounds be provided adjacent (not over) the public schools;
- That disused city cemeteries be converted into playgrounds;
- That market playgrounds be established;
- That a playground be established near the East Side Settlement;
- That a municipal advisory committee on playgrounds be appointed.

The above recommendations were formally endorsed by the society. The acting chairman, Dr. M. P. E. Groszmann, referred to the prevalence of nervous affections in city children, largely due to insufficient exercise out of doors.

A series of lantern views, loaned by Mr. W. L. Coop, of Providence, illustrating outdoor gymnasia, was exhibited. The descriptive text was read by Miss Elizabeth MacMartin, director of the Charlesbank outdoor gymnasium, Boston.

Municipal outdoor gymnasia have been established in this country in Boston and Chicago, the grounds in the latter city being equipped by the North American Gymnastic Union. The Boston grounds are said to be visited by from one to three thousand persons daily. Mayor Quincy says that the municipal playgrounds are the best investment ever made by the city of Boston, and recommends an appropriation of \$200,000 for their extension. The advantages of equipping schools with simple apparatus, as has been done in Sandusky and Providence, was pointed out.

Before adjourning, the society adopted the following resolution:

Resolved, that the Physical Education Society, of New York and vicinity, is opposed to the use of military drill in public schools, as a means of exercise.

Child Study.

Child Study Conference.

The New York City Normal College Alumni Committee on Child Study has recently held two interesting meetings. In March, Dr. Ernst Richard, principal of the Hoboken Academy, read a paper on Children's Faults. On April 1st Dr. Groszmann gave an informal talk on "Art Work" drawing upon his experience in that line at the Ethical Culture Schools of which he is superintendent.

FAULTS OF CHILDREN.

Under the head of faults, Dr. Richard considered all defects. He spoke of the increase of crime as a problem to be considered by the educator.

Practical education does not overlook faults. While the doctrine of original sin still influences discipline and legislation, the representatives of the new education adhere more closely to Rousseau's theory that the child is born good, but becomes contaminated by contact with others. Granted that Rousseau's theory is correct, how can we educate our children like Emile? We must, in this respect, follow Pestalozzi, who says, "Such rules of education should be adopted as the simplest mother of the people might apply."

Faults may be considered as having their origin in the home or as due to outside influence, and must be treated accordingly. The child's temperament of course influences its faults.

Practical education deals with faults as acute and chronic. Careful distinction must be made between the faults of development and developing faults. While the former appear and disappear without injury to the child, the latter must be checked in order to prevent them from becoming permanent. After all, we are not trying to train good boys and girls, but good men and women. The good boy does not always grow to be a good man. The normal child has faults, but they are faults of development and need give the teacher little concern. Developing faults can often be cured negatively or starved out.

Often what is regarded as a fault by the teacher is due to some bodily defect. Poor hearing or sight is often the indirect cause of mental faults. Dr. Richard cited several instances in support to this statement; the physical defect having been attended to the mental fault disappeared. While the physical is often the cause of mental deficiency, it is sometimes a guide to the teacher. There are bodily signs of degeneration; certain habits, as nail-biting presupposing corresponding faults on the part of the child and helping the teacher to overcome them by a knowledge of their existence before they manifest themselves otherwise.

DR. GROSZMANN'S TALK.

Dr. Groszmann opened his talk with a discussion as to what art instruction really is. There are many ready made systems

in color and drawing. The work in these is graded, based on the idea that the child must acquire the science of art and must therefore begin with simple drawings and proceed to the more difficult. These courses are largely geometric, even object drawing being based on type forms.

"The Workingman's School," says Dr. Groszmann, "did" some of this work, and we were proud of the results, the beautiful casts, Egyptian and Greek ornaments, etc." But this is not art; it is applied geometry. Geometric drawings to have any value must be exact. In striving for accuracy the child becomes introspective and self conscious.

Art is expression and derives its value from the fact that it is individual expression.

The development from lower to higher stages of art is a long and painful process. Children "cannot" represent like artists, therefore no "finished" drawing should be demanded of them. "To finish a piece of work requires a great deal of time; indeed is a waste of time. It has been found better to allow the children to begin again and again. We were satisfied with an approximate result as long as the "swing" and character were there. Many will spoil a good sketch in the finishing."

Children like to represent the human form in action. Dr. Groszmann showed color sketches made by children in the first school year, of their impressions of the circus, second year a picture called "March" and in the third year a battle in the Trojan war was depicted. In all of these the essential characteristics of the subjects were present.

Pupils should have an opportunity of modeling in clay, which is the easiest form of art expression for children. Drawing is really the most difficult. Between the two comes paper-cutting. Scribbling or drawing useless lines is entirely obviated in the cutting of objects from paper, examples of which were shown at the meeting. Animals and human beings are cut from paper without any drawing and then mounted. Among those exhibited were a number of pictures of Lincoln, his home and his occupation. A few pencil lines were added where the scissors failed, as for instance in dividing the logs from one another in the lumber pile.

Children will draw from the concept rather than from the object. Therefore let the pupils draw first from memory; then have the object or model brought into the class-room where a second picture can be made.

Object drawing is of service to vivify the concept and is used to advantage in natural science work.

Drawing from the imagination is used to illustrate history, literature, and language lessons.

Decorative art work is used to cultivate the aesthetic sense. Articles of interest are ornamented. One child after modeling an ordinary bolt, decorated it prettily with a leaf design; book covers for literature and natural science work are appropriately decorated.

The grammar of art expression should be eliminated from elementary education.

Rousseau says, "Let the children alone." Too much interference deprives them of the development of power and destroys their power of original expression.

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Books.

"Four Great Americans—Washington, Franklin, Webster, and Lincoln" is the title of a little book for the use of schools by James Baldwin. They are all representative men, who each performed an important work for the country, and hence the somewhat extended biographies given in this volume deserve a careful reading in school and out of school. At the same time we must not forget that we have had other men who have performed important service—Jefferson, Hamilton, Clay, Sumner, etc.; we must not fall into the habit of lauding only a few of the greatest men. The author has related the main events of these four men mentioned from boyhood up, and the youth will not fail to recognize why they were great. The style is pointed and graphic, and is enlivened by many anecdotes. Full-page portraits are given. (Werner School Book Co., Chicago, New York, and Boston.)

It would be strange if among the thousands of young men and women attending American colleges and universities from year to year there were not some who were capable of writing genuine poetry. From the mass of verse published in college papers, it is possible to cull much good verse and many gems. Frederic Lawrence Knowles has been engaged collecting this verse from college publications, and the results of his labors are seen in the volume entitled "Cap and Gown: Second Series." About forty institutions are represented, including, among others, Brown, Chicago, Columbia, Cornell, Harvard, Stanford, Michigan, Pennsylvania, Princeton, Syracuse, Rochester, Wesleyan, Virginia, and Yale universities, and Bowdoin, Dartmouth, Hamilton, Smith, Trinity, Tufts, Union, Wells, and Williams colleges. The verse is classified as "Love and Sentiment," "Comedy," "College and Campus," "Nature," and "In Serious Mood." All who have tasted the joys of college life, and have a particle of sentiment in their nature will enjoy these dainty bits. Many of the verses are worthy of a place in literature. The volume is elegantly printed, and bound in cloth, with a portrait of a college girl in cap and gown stamped on the cover. (L. C. Page & Co., Boston.)

"A Smaller History of Greece," by William Smith, LL.D., which has long been a standard work, has been revised, enlarged, and in part re-written by Carleton L. Brownson, instructor in Greek in Yale university. The reviser has been guided by the investigations of modern scholars, which have done much to correct erroneous beliefs in Greek history, literature, and antiquities. No attempt has been made to change the plan of the original work; the aim has been to preserve in the revised edition the characteristics that have made Dr. Smith's history popular. Some of the chapters have been largely re-written, and statements verified by referring to original sources. An entirely new set of maps and plans has been engraved for the present edition, and most of the illustrations which appeared in the old edition have been discarded for new ones. A pronouncing vocabulary has been incorporated with the index. (Harper & Brothers, New York.)

Dr. Henry Sweet, of the Munich academy of sciences, has compiled "The Students' Dictionary of Anglo-Saxon." The author found existing dictionaries antiquated, and hence there was a genuine need of a new one. Like all other Anglo-Saxon lexicographers, he has had to struggle with bad manuscripts, including separate glossaries, where English and Latin words were inter-mixed. Dr. Sweet has endeavored to exclude doubtful matter, to exercise a wise discretion about the retention of words of later origin, to warn the student against unnatural words, to omit what is least essential, and to give most space to what is important, and to give the meanings of words in plain Modern English. As many quotations as the space would admit have been used. References are omitted entirely and irregular forms are dealt with very briefly; but constructions are given with considerable fullness. Cross-references are given sparingly; cognate words only in the Old-English itself. Head-words are given in their Early West-Saxon spellings, with, of course, such restrictions and exceptions as are suggested by practical considerations. (The Macmillan Co., New York. \$1.75.)

In order to make room for the traveling supplement this week, eight pages have been added to the regular number.

For Decoration Day.

By C. Phillips.

We love the flowers, the little flowers
So beautiful and bright,
They come to cheer our dreary hours,
They come for our delight.

We love their rich and varied hues,
Their forms, and perfume sweet,
We love to think 'tis God who strews
These blessings at our feet.

They're tokens of unfailing love,
Sweet harbingers of bliss,
They point to fairer realms above,
E'en while they brighten this.

Then let us gently lift them up,
Nor bruise the fragile stem,
Nor crush the tiny pearly cup
Wherein the dew-drops blend.

But bear them to yon hill and dell,
Where sleep the honored brave,
The heroes who in battle fell
Our own dear land to save.

There gratefully and tenderly
We'll place above each head,
The fairest of our floral gifts,
A tribute to our dead.

And with these simple offerings
Let humble prayers ascend,
That war no more shall blight our land,
No more shall slay a friend.

Have the youngest children practice reading these verses in concert while the teacher points. Once or twice a day they may be run over in this way until the entire class "reads." Of course they will follow the teacher's voice at first. Rabbit drawings will help. The children will enjoy the repetition and pick up a few word forms to reinforce their other reading work. The digits will be learned, figures and word forms. Other number lessons can be made from the verses without exhausting the interest.

The Song of the Skipping-Rope.

Winter-time has fled away,
Spring has had her gentle sway,
Summer surely must be near
When the skipping-ropes appear.

With a skip, skip,
And a trip, trip,
As we rise and fall;
In yard and street
The little feet
Are coming to the call.

Oh, so many tricks to do
That our mothers also knew!
"In the Front Door," "Baking Bread,"
"Chase the Fox," and "Needle Thread."

With a skip, skip,
And a trip, trip,
For so the leader saith,
With a hop, jump,
And a thump, thump,
Until you're out of breath.

Hear the counting, sure and slow;
To a hundred they must go.
Not a hand or arm should swerve,
While the rope describes its curve;

With a skip, skip,
With a trip, trip,
Until the task is done;
With cheeks so red,
With ruffled head,
Bravo, my little one!

Boys may leap and vault so high,
But none was ever known to try
To master this soft, little spring
That is so intricate a thing.

With a skip, skip,
With a trip, trip,
Oh, may I always hear
That pit-pat-pit
That seems to fit

This blossom time of year!
—Anna B. Patten, in May "St. Nicholas."

Interesting Notes.

Pennsylvania Surnames.

The United States offers peculiar interest in this field, owing to the changes undergone by foreign names in their new environment. Of course New England names, being merely the transplanting of English originals, offer only the interest of ordinary orthographical and orthoëpical variations; but even here there are many phenomena which would well repay investigation. The richest field, however, of this sort is offered by Dutch and German surnames, the former being found mainly in New York and the latter in Pennsylvania. It is with the latter that this paper has to do.

During the eighteenth century between fifty and one hundred thousand Germans and Swiss settled in the southern counties of Pennsylvania. Their descendants to-day number hundreds of thousands. What has been the fate of their names? We may assume, on a *priori* grounds, that scarcely one in a hundred has remained unchanged. When, how, on what principle, were these changes made? These questions suggest exceedingly interesting problems to the investigator.

At the beginning of the last century the law itself of Pennsylvania interfered, and all Germans who received a grant of public lands were required to anglicize their names. But of course the most potent influence at work was the natural objection to the inconvenience arising from having names which others could with difficulty spell or pronounce.—"Lippincott's Magazine."

Old Women as Prisoners of War.

Another paper from the journals of the late E. J. Glave appears in the April "Century," under the title of "New Conditions in Central Africa." Mr. Glave thus describes some of the sights he saw at stations along Lake Tanganyika. This anti-slavery movement has its dark side also. The natives suffer. In stations in charge of white men, government officers, one sees strings of poor, emaciated old women, some of them mere skeletons, working from six in the morning till noon, and from half past two till six, carrying clay water-jars, tramping about in gangs with a rope around the neck, and connected by a rope one and a half yards apart. They are prisoners of war. In war the old women are

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always caught, but should receive a little humanity. They are naked, except for a miserable patch of cloth of several parts, held in place by a string about the waist. They are not loosened from the rope for any purpose. They live in the guard house, under the charge of black native sentries, who delight in slapping and in ill-using them, for pity is not in the heart of the native. Some of the women have babies, but they go to work just the same. They form, indeed, a miserable spectacle, and one wonders that old women, although prisoners of war, should not receive a little more consideration; at least their nakedness might be hidden. The men prisoners are treated in a far better way.

Hinds & Noble, New York, will issue their "New Testament Lexicon" about June 15. "The Interlinear Hebrew-English Old Testament, Vol. 1, Genesis and Exodus," they hope to publish about June 10. "The Interlinear Greek-English New Testament" was published by them several years ago, but is to be brought out in a new edition about June 25 upon new and improved paper and with wider margins, and containing the "New Testament Lexicon" especially arranged for this volume.

L. B. Grandy, M. D., demonstrator of anatomy and microscopy, Southern Medical college, Atlanta, Ga., says:—"Antikamnia has given me the most happy results in headaches and other disagreeable head symptoms that have accompanied the late catarrhal troubles prevailing in this section. In my practice it is now "the remedy" for the headache and neuralgia, some cases yielding to it which had heretofore resisted everything else except morphine. I usually begin with ten-grain dose, and then give five grains every fifteen minutes until relief is obtained. A refreshing sleep is often reproduced. There seems to be no disagreeable after-effects."

Tunnelling the Strait of Messina.

Engineering achievements and possibilities, from the modern point of view, are receiving an additional illustration in the case of the projected tunnel between the mainland of Italy and the island of Sicily, plans and details of which,

in model, as executed by the Italian civil engineer de Johannis, have attracted much attention at the University of Padua. After thorough and careful studies of the Strait of Messina, its varying depths, the nature of the ground, and of all other conditions which might assist or interfere with such an undertaking, de Johannis decided that the beginning of the tunnel should be near San Giovanni di Sanitello, at the foot of the Aspromonte mountain range, the mouth on the other side to be located on the degli Inglesi plain. The entire tunnel will be nearly two miles long, and will consist in the main of two shafts of about 10,000 feet each, descending at a grade not exceeding 32 feet in each 1000. Such a tunnel is thought preferable to a bridge that would involve such a great span and wind exposure.—"Harper's Round Table."

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America's Share in the Cuban Shame.

During the forty years that have since elapsed all the interested powers have recognized expressly or implicitly the position that was then publicly assumed by our government. So, however unpleasant it may be, we must admit that when the consular representatives of France and of England in Cuba say, as I have heard many of them say, in commenting upon the unparalleled horrors of the situation, that the government and people of our country are directly responsible for all the bloody crimes that are committed in the name of warfare, they are right. I believe that our share of responsibility for all this blood guiltiness is a heavy one. We have announced our peculiar rights as to Cuba; we have said to other nations that they must keep their hands off; we block the way and stop all interference, and assist Spain the while to encompass her ends by the activity of our fleet and the exertions of our federal officers.—Stephen Bonsal, in May "Review of Reviews."

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An Important Decision.

It is doubtful if any modern commodity, excepting money, has been counterfeited more than Hires Rootbeer. Therefore the decision just rendered by Judges Finletter and Gordon in Philadelphia, court of common pleas No. 3, restraining George A. Hires, a namesake of Mr. Charles E. Hires, from manufacturing and selling a preparation under the name of Hires Rootbeer will be of interest. In giving their decision the Judges said:

"Whether this case be considered as one of infringement of a trade mark or as a simulation intended and likely to deceive the public, the evidence is most conclusively with the plaintiff. It is established that an article of commerce known as 'Hires Rootbeer,' by a long and costly method of advertisement, has attained a trade mark and value peculiar to itself. The sales have reached an extraordinary yearly volume, and the article is known to consumers and merchants by the designation of 'Hires Rootbeer,' and often and perhaps as commonly by the name of 'Hires' alone.

"The testimony in the case now before us, we think, makes it indubitably clear that the respondents' purpose—their sole and only purpose—was to fabricate an article of trade which in shape, color, designation of name and general appearance resembled the plaintiff's article, and thereby deceive and mislead the public and purchasers generally. We find, therefore, upon the evidence now presented, that the allegations of the plaintiff's bill are established and that the temporary injunction prayed for should be awarded.

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The President and the Press.

"The day would not be a typical one," writes ex-President Harrison in an article on "A Day With the President at His Desk," in the "Ladies' Home Journal," without a call from one or more newspaper men. For routine business items, and for social news, the reporters deal with the private secretary; but when there are rumors of important public transactions—and such rumors are perennial—some of the more prominent of the newspaper men expect to have a few moments with the president. With some of these—gentlemen who have become known to him as men who have not placed their personal honor in the keeping of any newspaper proprietor or managing editor, but hold it in estimation and in their own custody—the president sometimes talks with a good deal of freedom. Of course, confidential things are not disclosed; he does not give an interview, and is not quoted; but erroneous impressions of what has been done or is in contemplation are often corrected. There are many men of fine ability and of the highest personal character among the newspaper writers at Washington."

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Do people buy Hood's Sarsaparilla in preference to any other,—in fact almost to the exclusion of all others?

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The Modern Balloon.

The famous Delcourt balloon made in 1832 was composed of 20,000 pieces of very thin kid pasted together, and specimens of these are still retained by the Germans for exhibition; but the German nation has experimented more with pongee silk in the manufacture of their war balloons, and several of their best ones in use to-day are of this material. Every inch of the silk is tested by experts, and then it is cut into sections for girls to sew. No machines are used in finishing the seams, but everything is done by hand. After the sewing is completed the varnishes are applied to the seams to render them absolutely air-tight.

When the balloon proper is finished, the work of rigging it to the car, so that it will be strong and light, begins, and this is no light task. At Aldershot the rigging is made of the best Italian hemp, and weighs one pound to the hank. So strong is this hemp that a yard of it stretched round two pulleys will support 500 pounds without breaking. The English weave into this hemp rigging a fine thread of brass, which is designed to protect the bag in the case of a thunder-storm while floating in the clouds. The car itself is made of the best wicker work, strung around a ring of American hickory.—"The Chautauquan" for May.

Harper and Brothers announce the publication of "Flowers of Field, Hill, and Swamp," by Caroline A. Creevey. This volume is the outcome of the author's idea that a grouping of plants is possible upon the natural basis of environment, including soil, shade, and moisture. The author describes all of the wild-flowers commonly met with in the Atlantic states, in so careful and thorough a manner that the amateur botanist will find no difficulty in placing them in their proper groups and families. The illustrations, about one hundred and fifty in number, have been drawn from the living plants, and will prove to be an invaluable guide in determining the varieties.

The May "Chautauquan" is notably a Victor Hugo number, the space usually devoted to the required reading being given up to the study of this wonderful genius. Prof. James A. Harrison tells the story of his life; his ability as a poet is discussed by Prof. Alcée Fortier; a series of edited extracts from "Les Misérables" by Prof. L. O. Kuhns, and "At Victor Hugo's House" by Gustave Larroumet, are well worth the reading, and a delightful summing up is found in "The Characteristics of Hugo's Work and Career" by Prof. F. C. de Sumichrast. There are also appropriate illustrations.

The Human Body's Tireless Organs.

Man has within him a stationary engine called his heart, which, with its veins and arteries, constitutes a perfect system of hydraulics, compared with which man's best work is clumsy, intricate, and wasteful. The lungs are a working bellows, the most perfect method of sanitary ventilation. The stomach is a working vat of marvelous perfection. The brain is a wondrous condenser, and the skin is a great working evaporator, with reserve automatic appliances, ready for extra work in moments of need. All these are in action at all times, day and night, tireless, unceasing, self-winding, and repairing for seventy years or more.—"Ladies' Home Journal."

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Young Hyson, green - - - -	25, 35, 40, 50
Imperial, green - - - -	25, 40, 50
Gunpowder, green - - - -	25, 35, 50
Sun-Sun Chop Tea, black with green tea flavor	70
Long-Arm-Chop Tea, black with green tea flavor	70
Thea-Nectar, black with green tea flavor	60
Basket-Fired, Japan, black - -	25, 35, 40, 50
Sun-Dried Japan - - - -	50
Assams - - - -	50, 70, 80
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